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ABSTRACT

The purpose of this volume is to present information on the training of adult educators in East European countries. All but two of these countries, Albania and Bulgaria, are described. The first of nine articles provides an overview of the research and preparation of adult education staff in some East European countries. Factors cited as influencing the system development in these countries are tradition, social situation, growth and application of science, acceptance of the continuous education idea, and the development of theory and greater professionalism in the adult education field. Following the initial report, there are articles dealing with Czechoslovakia, the German Democratic Republic, Hungary, Poland, Romania, Union of Soviet Socialist Republics, and Yugoslavia. The article on the Soviet Union deals only with the political education aspects. All contributions were originally published elsewhere. (CSS)

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Training of Adult Educators in East Europe

Jindra Kulich, Editor

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FOREWORD

Interest in the comparative study of adult education has been growing in many parts of the world since the first conference on comparative adult education held at Exeter, U.S.A. in 1966. This interest was given further impetus by meetings held at Pugwash, Canada in 1970, Nordborg, Denmark in 1972, and Nairobi, Kenya in 1975.

A number of international organizations, among these Unesco, the International Bureau of Education, the International Congress of University Adult Education, the European Bureau of Adult Education, O.E.C.D., the European Centre for Leisure and Education, the Council of Europe, and the International Council for Adult Education have contributed their share.

A growing number of universities in all five continents established courses in comparative adult education. Many other universities encourage students to deal with comparative study or with the study of adult education abroad in major papers and theses. The literature in this area has increased considerably since the early 1960's both in support and as a result of this university activity. A number of valuable bibliographies were published, cataloguing the growing wealth of materials available in a number of languages.

Most of the literature available on adult education in various countries can still be found primarily in articles scattered throughout adult education and social science journals, while most of the truly comparative studies remain unpublished master's theses or doctoral dissertations. There is no publisher enticing researchers to submit manuscripts of monographs dealing with comparative adult education and case studies of adult education in various countries, even though the need for such a publishing venture was stressed at a number of international meetings.

It is with the intent to provide such service to the discipline and the field of adult education that the Centre for Continuing Education at The University of British Columbia, in cooperation with the International Council for Adult Education, decided to publish a series of Monographs on Comparative and Area Studies in Adult Education.

Jindra Kulich
General Editor

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INTRODUCTION

The phenomenal world-wide growth of adult education in its broadest meaning during the last quarter of a century has no known parallel in the history of mankind. Along with it came, especially since the early 1960's, a steadily increasing research activity and a professionalization of the field. This was most evident in North America, but Europe and the other continents soon took up their place in this development.

The emphasis placed on and the provision for the training of adult educators, both professionals and volunteers, is of crucial importance to the further development of the field. Due to the magnitude of this operation in North America, considerable literature is available in English about training in adult education on this continent. On the other hand, relatively few accounts exist in English of the important and, for comparative purposes, interesting provision of such training in Europe.

The purpose of this volume is to collect already available information on the training of adult educators, in the broad meaning of the term accepted in the East European countries. The editor has opted to do this in preference to attempting to request articles especially written for this occasion, primarily due to the time factor, but also because sufficient materials were available in English to warrant a monograph bringing them together.

Unfortunately, with the exception of the United Kingdom, there is no corresponding set of articles in English available on

West European countries. (There is, of course, the excellent monograph Workers in Adult Education published in 1966 by the Council of Europe which does provide, now somewhat dated, information on six of the West European countries.) The editor trusts that this volume will encourage our West European colleagues to submit accounts of the training of adult educators in their country to warrant a West European sequel to this monograph. Hopefully our colleagues in the other continents will also wish to see their training provision better known abroad and will contribute to this process.

This monograph brings together descriptions, albeit not always most up-to-date or complete, of all but two of the East European countries (accounts of the training provision in Albania and Bulgaria were not located). Dusan Savicevic's article provides an overview for the area covered, followed by articles dealing with Czechoslovakia, the German Democratic Republic, Hungary, Poland, Romania, U.S.S.R. and Yugoslavia. (The article on the Soviet Union deals only with the political education aspects and therefore gives a limited account of the training provision; however, no other source was available in English and in view of the importance given to political education in the Soviet Union, the editor has decided to include it.) All of the articles were originally published elsewhere and are reprinted here with the permission of the publishers, which is gratefully acknowledged.

The editor of the monograph hopes that the publication of the papers will provide useful information to colleagues in many countries, will promote interest in the examination and comparative study of the provision for training of adult educators, and will stimulate further exchange of information across national boundaries.

Jindra Kulich

The University of British Columbia
February 1977

RESEARCH AND PREPARATION OF STAFF IN THE FIELD OF ADULT EDUCATION IN SOME EAST EUROPEAN COUNTRIES

Dusan Savicevic

General Remarks

Adult education in East European countries is characterized by very versatile and dynamic techniques, and to a certain degree, by well-developed theories. In these countries, there are systems of adult education which have something in common both in historical development and contemporary aims.

Which are the factors that have influenced the development of the system of adult education in East-European countries? We are going to mention some of them:

1. Tradition
2. Social situation
3. Growth of science and its application
4. The acceptance of the idea of continuous education
5. The development of theory and greater professionalism in the field of adult education

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Reprinted with permission from: International Congress of University Adult Education Journal, vol. 9, No. 2, (July, 1970), pp. 28-39.

1. In some East-European countries there is quite an old tradition of theory and practice in the field of adult education. We should mention: Jan Amos Comenius' ideas, adult education in Poland in the 18th and 19th century, then the influence of socialist and marxist ideas on adult education at the end of the 19th and at the beginning of the 20th C. We should also mention the implications of the October Socialist Revolution in the growth of adult education not only in the USSR but also in other East-European countries.

2. After World War II and having chosen to follow the socialist system, a massive and dynamic movement of adult education took place in the countries of east Europe. This movement aimed to terminate illiteracy and to increase basic culture in adults.

3. Faster development of science and its application to production has strongly influenced the system of adult education in East European countries. In order to spread scientific knowledge and master new techniques new forms of adult education have been organized, i.e. workers' universities in Yugoslavia, Poland, Roumania; worker' academies in Hungary, Democratic Republic of Germany; evening schools for adults, people's universities of different profiles and educational centres in factories in Czechoslovakia, USSR and Yugoslavia. Technical and scientific growth generates huge material and social forces and has great influence on the development of adult education. Such practice and, later on, theoretical considerations have gone beyond the "enlightment" conception of adult education which was known in the 19th century and the first decades of the 20th century.

4. Rapid development of science and its application permits the acceptance of the idea of continuous education in East-European countries. The modern conception of education gives equal importance to all stages of man's life. In this way adult education acquires a special place among educational systems.

One of the essential characteristics of adult education in East-Europe is that it is an integral part of the regular school system for children and youth. Such an approach to the concept of the system of adult education has found its lawful basis in educational regulations or in programme documents of governments and social and political organizations. All schools, from elementary to the university level, develop very dynamic activities in the field of adult education. Great efforts are being made in order to integrate work and education. In all East-European countries extra mural studies are developed, while in the Soviet Union special forms of education by correspondence are introduced. Special privileges are offered to those who study as extra mural students without leaving their jobs. For example, shorter working hours per day and per week, a paid leave for taking exams and finals, supplies of books and other educational sources and promotions if education is accomplished without leaving the job are offered in the Soviet Union, Czechoslovakia and Democratic Republic of Germany.

5. With the increasing number of institutions and forms for adult education a greater need for research and study of creative practice is becoming more necessary in this field of education. This, however, leads to professionalism within the system of adult education. Furthermore, there are major differences in the countries of East Europe. Beside these differences, a general tendency is noticed to organize and prepare staff for work in the field of adult education. Examples from several East European countries will suffice.

THE SOVIET UNION

Research in the field of adult education is of a recent date in the Soviet Union. It has become more intensive for the last decade. Previous research was mostly historical. A profound change happened in 1961. The Research Institute for Evening Education and Education by Correspondence of the Academy of Pedagogical Sciences was found in Leningrad that year. In Moscow, Leningrad and Voronez there are evening experimental schools which work under the guidance of the Institute.

Evening school appears as an important institution of adult education in the Soviet Union. Research efforts are directed towards solving problems of instruction and education within evening schools.

This research is approached interdisciplinarily in the Institute of Academy of Pedagogical Sciences. It is noticed that the problem of adult education is studied from a sociological, psychological and educational point of view.

Professor Z.N. Kogan and his associates are doing research on social problems of adult education in Sverdlovsk.[1] Sociologists of Leningrad have studied the dependence of the growth in educational level on the actual productive conditions. Their remarks are: The more complex and modern the technical equipment of the firm, the better general and vocational education of workers (1, p. 70). V.N. Subkin's studies show that the educational level of parents influence the value systems in the youth. According to him, chances for acquiring of education are connected with material and life conditions.[2] S.G. Versilovski's studies point to the need of joining work to study in every firm(1, p.p. 71-74).

A group of authors of the Institute of Psychology of the Academy of Pedagogical science has dealt with psychological problems of participating in evening secondary schools (D.N. Bogojavlenski, L.P. Fedorenko, G.G. Gronik, A.I. Lipkina, E.P. Krupnik, L.A. Ribak, A.M. Orlova, E.N. Kablova-Meller and others).[3] N.J. Bubnovoj and B. Grusin have studied the use of free time in the process of adult education as well as the influence of education to the use of free time.[4] V.S. Gribov of Moscow State Pedagogical Institute has studied problems of differentiated approach to adults in evening schools and the organization of extra-educational activities.[5]

Values of some forms of education i.e. special sessions, groups of individual education and forms of differentiated education are being experimentally tested under the guidance of Research Institute of Evening Schools and Schools by Correspondence in Leningrad. The results of these experiments are expected to be useful beyond the borders of the Soviet Union.

A degree of M.A. in adult education and a Ph.D. degree can be gained in the Soviet Union. Although the number of doctoral dissertations is not big, it is constantly increasing. Most of the dissertations treat educational problems of evening schools and schools by correspondence in the field of physics, mathematics, chemistry, geography, Russian language and literature.

It is noticed that the orientation is directed towards the empirical studies of educational practice and also towards socio-psychological problems of adult education.

The contents of the theory of adult education are also studied at the faculties of Marxism-Leninism evening universities and political schools. Special attention is paid to the study of psychology and methodology of adult education.[6]

CZECHOSLOVAKIA

Studies in the field of adult education are included into the State plans and are of particular importance in Czechoslovakia. Conditions are provided to study the problem of adult education at the national level.

Until 1956 attention was concentrated on research of the historical dimensions of adult education. After this period theoretical proceedings have appeared with methodological orientation characterized by inducing approach.

Empirical study of the problem of adult education has been undertaken in this country since 1960. Teams of research workers from university and other scientific and research institutions deal with the problem of adult education. Special attention is paid to two problems: "Theory of Adult Education", and "Theory and Methodology of studying and self-education of working people". Professor F. Hyhlok, dr K. Skoda and others are engaged in this research.

Research programme for 1966-1970 includes the project: "Basic Theoretical and Methodological Problems of Adult Education". This project has six separate problems:

1. Theoretical problems of adult education in school and other educational institutions;
2. Studying problems of adults;
3. Developing a glossary of essential terms in the field of adult education and preparing a dictionary;
4. Studying cultural needs and interests of those employed in industry and agriculture;
5. Studying the psychological profiles of the youth employed in industry and agriculture;
6. Studying systems of adult education.

In addition to research on the problems of adult education carried forward by the national research programme, some university departments and faculties research other spheres of concern in adult education.[7]

Departments of adult education are being developed in universities in Czechoslovakia at Karl University in Prague at Comensky University in Bratislava and at Safarik University in Presevo.

At Karl University, studies in the field of adult education are organized within The School of Social Science and Journalism. The school has three departments; the Department of Adult Education, the Department of Library and Scientific Information and the Department of Journalism.

The curriculum of The Department of Adult Education represents a combination of philosophical, psychological, pedagogical and andragogical disciplines. The Theory of Literature, Political Economy and two foreign languages are added to the previous disciplines. Studies in the field of adult education comprise the following special courses: general pedagogy, development of adult education, introduction to culture, essentials of adult education, aesthetic education, programmed instruction, history of adult education, comparative pedagogy of adults, theory and practice of modern instructional media.[8]

Similar programmes exist at the universities in Bratislava and Presevo. These studies, which last five years for full-time students and six years for part-time students, lead to a university degree.

M.A. and Ph.D. degrees in adult education can be gained at universities in Czechoslovakia.

POLAND

There is a longer tradition of the theory of adult education in Poland. There was theory of adult education in curricula of some universities in Warsaw, Krakov, Poznan even before World war II.[9]

Polish authors have particularly contributed to the development of didactics for adults. Within this framework they have studied illiteracy, education by correspondence, interests of readers and the structure of the system of adult education. Research work has been started on the methodology of industrial adult education, self education and the problem of cultural work and use of free time.

Recent and valuable works have also appeared in the field of adult psychology. Well-known Polish theorists K. Vojciehovski, F. Urbanczyk, S. Orlowski, R. Wreczynski and others have done research and theoretical studies on this subject.[10]

The phenomenon of adult education is approached interdisciplinarily in Poland. Balanced relationship has been achieved, in theoretical and empirical studies.

Preparation of staff for adults is carried at the universities in Warsaw, Krakov, Poznan, Vroclav. The programme is arranged so that it represents a combination of pedagogy and andragogy. Students select one or the other in the fourth and fifth years of study which leads to a university degree. Fields of study are: General andragogy, didactics of adults, leisure time and adult education, methodology of industrial education and psychology of adults. Projection of further development of studies in the field of adult education is in progress in this country.[11]

HUNGARY

Until recently studies in Hungary in the field of adult education have emphasized theory. Particular aspects of adult education have been worked out in relation to trends of development of education and society in general. Attention has been paid to the development of research methodology in adult education, to research in the field of cultural work, education and television, to the development of people's universities, to continuous education, to the use of experience of adults in their education etc. Dr. Matyas Durko is doing research in this field at the University of Debrecen. Other authors (Vera Boorova, Jozsef Fodor, Karoly Karsai, Jozsef Bogel, Andrasne Erdos, Gyorgy Sandor) have also contributed to the theory of adult education in Hungary.[12]

Training of staff for work in the field of adult education is organized at Etvas Lorand University in Budapest and at Kosut Lajos University in Debrecen. Preparation of staff for work in the field of adult education was started within the Department of Philosophy at the University of Budapest in 1961. Organisers of education, advisers and associates were mostly prepared for some institutions which dealt with adult education.

A new curriculum of four years duration was accepted in 1968. The curriculum represents an interdisciplinary approach to adult education, e.g. theory of education, history of education, sociology, social psychology, aesthetics, philosophy of education, theory of people's education, the organization of people's education, introduction to libraries and documentation and various seminars. A group for adult education works in the Department for the Library which is supervised by Professor Mate Kovac.

There is a similar programme at the University of Debrecen. Within the Department of Education there is a group for adult education which is supervised by Dr. Matyas Durko.

In addition to universities, teachers' colleges also prepare staff for work in the field of adult education in Debrecen and Sombotelj. The college program lasts for three years and is a synthesis of andragogical and library studies. The curriculum comprises the following fields: organization of culture, music, fine arts, general pedagogy, adult psychology, general psychology, theory of adult education,theory of librarianship, audiovisual aids, mother tongue and a foreign language. Those completing their studies of education at these colleges are entitled to work in the field of adult education and libraries.

YUGOSLAVIA

The constitution of a unique system of education was finished in Yugoslavia in 1960 and adult education plays an important part in this system. Since 1960 research work has become more intensive. Doctoral degrees have been gained at the Yugoslav universities. Andragogical thought in Yugoslavia moves from general problems of adult education towards a study of dynamic practice in somefields i.e. vocational, socio-economical, political, military training and education, etc.

More developed people's and workers' universities have contributed to studying and theoretical generalization of practice. This is especially true for the Workers' university "Mosa Pijade", in Zagreb.

Collective efforts of Yugoslav authors to work out theory of adult education have resulted in the publishing of a major work: Essentials of Andragogy in which it has been tried to systematise theory of adult education and to generalise Yugoslav practice.[13]

Professional associations in republics and the Federation of Andragogical Associations of Yugoslavia have initiated research work in this field. At the First Congress of Yugoslav Andragogues which was held in 1968, some research results were reported done by individuals and institutions for adult education.[14]

More developed peoples' and workers' universities have departments for research of educational needs and evaluation of educational results. This microresearch contributes mostly to the advancement of adult education. In addition to these partial studies there are also more complex studies at the national level.

Such a research programme is in progress with the theme: Education and work in factories. This research project, which is under the guidance of the Federal Institute for Pedagogical Research, has several separate problems:

1. Attitudes of workers towards education
2. Organization and preparation of education in business
3. The scope of engagement of economic organizations in educational activities
4. The system of privileges for workers who work and study
5. Regulations for education during work
6. Socio-economic and political education in firms
7. Methods of education in working organizations
8. Staff engaged in education in firms

Many Yugoslav specialists for adult education are engaged in these research problems.

Theory of adult education is being studied at Yugoslav universities and has been for several years. At the Faculty of Philosophy, Belgrade University, there are undergraduate studies of adult education, graduate studies and a doctoral programme. A Doctor's degree in the field of adult education can be also obtained at other Yugoslav universities. All faculties of philosophy which have departments of education (pedagogy) also have theory of adult education in their programmes of study (Sarajevo, Zagreb, Skopje, Pristina). In addition to this, theory of adult education is taught at some advanced schools, e.g. advanced schools of organization of work, advanced school for nursing, advanced school for administration, for social workers, etc.

There is a two year correspondence program for continuous education of adult educators. There are also occasional courses and seminars. Programmes of professional state examinations for teachers include contents from the theory of adult education, no matter whether they work with children, youth or adults.[15]

Young professional people, who have been prepared for work with adults during their regular studies have become more numerous for the last several years. It is expected that they would advance education and scientific work in this field.

CONCLUSION

Research and preparation of staff for adult education get new dimensions in East European socialist countries. They result from a modern view of the problem of adult education and are the reflection of realistic scientific and social needs. To study results and experience gained throughout research work and teaching in East European countries means to provide possibilities for comparisons to other results which exist in the modern world. Furthermore, specific characteristics of social structures which influence scientific thought and teaching practice of adult education have to be had in mind.

Notes

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11. Wicenty Okon, Prospectives of Development of Andragogy - Questionnaire on development of Andragogy from 1966 to 1985. Adult Education, Warsaw, No. 1 and 2, 1968.

12. Theoretical studies in the field of education in Czechoslovakia and Hungary Prag, 1966.

13. Essentials of Andragogy, Sarajevo, 1966.

14. Contemporary theory and practice of adult education in Yugoslavia, Zagreb, 1969.

15. On training of staff and study programmes can be found in details in: D. Savicevic, Training Adult Educationists in Yugoslavia, Convergence, No. 1 1968, p. 69-75, and, The System of Adult Education in Yugoslavia, Syracuse University Press, 1969, pp. 38-43. and Die Ausbildung der Erwachsenenbildner in Jugoslawien, Theorie und Praxis der Erwachsenenbildung, Heft 2, 1969.

THE CZECHOSLOVAK STANDARD SYSTEM OF TRAINING OF ADULT EDUCATORS

Jindra Kulich

The Czechoslovak Standard System of training of full-time and part-time adult educators is thus far the only known attempt at a comprehensive, nation-wide training system. It is designed to train adult educators and cultural workers who are active in the informal out-of-school system of adult education. Adult educators engaged by the other two Czechoslovak systems of adult education, the public school system and the factory system, remain largely outside the scope of the Standard System of Training of Adult Educators.

Provisions for the training of adult educators in post-war Czechoslovakia varied with the changing political situation. A Department of Adult Education established in 1947 in the Pedagogical Faculty of the Charles University at Prague offered a four-year program until 1950 when the Department was abolished. Some adult education courses were re-introduced in 1955, and in 1960 Charles University established the Institute of Adult Education and Journalism. Since 1953 three technical secondary

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schools, established in Prague, Brno and Bratislava, offered two-year programs for the preparation of full-time field staffs in adult education, cultural work and public libraries.

The training of volunteer leaders in adult education has a long tradition in Czechoslovakia. After the Second World War Trnka reported in 1947 that "regular short-term courses and schools lasting several months are held in smaller towns to prepare local instructors and organisers, and the older pupils in secondary and special schools are given occasional talks about their work."[1] However, political events of the early 1950's disrupted these activities and the period up to 1960 shows little evidence of proper training of volunteers.

The shortage of well prepared full-time and volunteer adult educators, which was the direct result of the disruption of the training facilities, and the changing political climate in the late 1950's, together brought about a re-appraisal of the need for training opportunities which led to the declaration of the Standard System of Training of Adult Educators in March of 1962.

The Standard System of Training

Training provisions outlined in the Standard System of Training of Adult Educators apply only to adult educators active in the out-of-school adult education system which operates under the jurisdiction of the local, district and regional units of government. This system encompasses cultural clubs, adult education centres, observatories, museums, art galleries, hobby circles, art schools, music schools, folk-dancing groups, recreation parks, zoological gardens and other educational and cultural institutions. Provisions of the Standard System do not apply to teachers of adults employed in the public school and in the factory systems which are concerned exclusively with formal academic and vocational up-grading of adults.

Although the basic principles of the training system were laid down in a resolution of the Central Committee of the Communist party of Czechoslovakia, passed in November 1960,[2] the

Standard System of Training of Adult Educators was not officially declared until 1962.

The Standard System of Training of Adult Educators provides for training at four levels:

(1) Training of full-time adult educators at the technical secondary school level and at the university level;

(2) ideological, political and technical in-service training of full-time adult educators;

(3) training of volunteers; and

(4) preparation of future intelligentsia for voluntary work in adult education.[3]

The great variety of institutions and organizations served by the Standard System necessitated the introduction of five-sub-systems which coincide with the main areas of specialization: (a) general adult education, (b) popular art creativity, (c) public libraries, (d) museums and local history, and (e) care of historical monuments and nature conservation.[4]

Provisions for the training of full-time adult educators at the secondary technical and university level are given major emphasis in the Standard System of Training of Adult Educators.

Training of Full-time Adult Educators

Full-time adult educators in Czechoslovakia are employed as inspectors of culture at the regional and district level, as staff in the regional, district and local adult education centres and cultural club houses, and as full-time instructors. The required educational and experience prerequisites for all of these positions are defined within the uniform national nomenclature established by the Ministry of Education and Culture.[5] However, many of the adult educators who fill these positions are still deficient in the required qualifications and do not seem to take sufficient advantage of the extra-mural, part-time training opportunities offered to them both at the university and at the secondary technical level.[6] This situation is the result of the negative attitude toward professional training and research which was prevalent during the early 1950's.

During the last few years, however, this attitude has changed significantly and Czechoslovak adult education shows signs of increasing professionalization exemplified by the work of the universities and by extensive state support for research in adult education. Pasiar sums up well the new climate and the new prevailing view of the need for well trained adult educators:

> ...every adult educator must be a specialist in marxist-leninist pedagogy and especially in one of its disciplines, adult pedagogy.... His study during and after the training should be oriented on general foundations,... on the study of educational psychology (which should be the central concern of his preparation), and on the study of some of the scientific and cultural disciplines.[7]

The Standard System of Training of Adult Educators designated the Institute of Adult Education and Journalism at the Charles University in Prague as "the main centre for training of adult educators from all organizations and institutions."[8] The three departments of the Institute, which was established in 1960, provide university level training in (a) adult education, (b) librarianship, and (c) journalism.

The Department of Adult Education of the Institute offers a four-year, full-time program and a five-year, part-time extra-mural program. Both programs conclude with a comprehensive examination and require completion of a thesis due a year after the candidate has completed his course work. Compulsory courses in both programs include general education, political studies (including extensive study of marxism-leninism), adult education (theory, methods, techniques and devices), social psychology and sociology. In research, stress is placed on empirical studies.

As the Institute has to train adult educators and cultural workers for a great variety of institutions, optional specialization is offered in the following areas: (a) education through art, (b) sociology of culture, (c) local history and care of cultural monuments, and (d) cultural work in rural communities.[9]

Until 1963 the Institute of Adult Education and Journalism in Prague offered the only available university level program and had to serve all of Czechoslovakia. In 1960 the Institute established a consultative centre in Bratislava to serve its extra-mural students in Slovakia. This centre was incorporated into the Department of Librarianship of the Comenius University in Bratislava in 1962 and in 1963 this University established its own Department of Adult Education. The Safarik University in Presov (Slovakia) opened its Department of Adult Education in the following year. Training of adult educators at the university level is now available in the Province of Bohemia (Prague) and in the Province of Slovakia (Bratislava and Presov); thus far no university program in adult education is available in the Province of Moravia.

The increasing enrollment in the existing university programs and the growing body of research point out the changing attitudes both of adult educators and authorities and will undoubtedly have a considerable impact on further developments in the field.

Training at the secondary technical level was inaugurated by the establishment of schools of adult education in Prague (Bohemia), Brno (Moravia) and Bratislava (Slovakia) in 1953. These schools were reorganized several times and 1962 they were re-named secondary librarianship schools. The schools have a department for librarianship and a department for adult education; each department offers three programs: (a) a two-year full-time program, (b) a two-year extra-mural program for students already employed in the field, and (c) a one-year special program for students employed in the field who are over forty years old and had the full qualification requirement at the university or secondary technical level waived.[10] The course of studies in adult education in these schools includes general education, political studies (marxism-leninism), adult education methodology, psychology, and basic social research methodology.[11]

As a supplement to the university and secondary technical level training of full-time adult educators the Standard System of Training established a system of in-service training in the form of seminars at the national, regional and district level, as well as short-term residential and correspondence courses. In addition to this in-service training system, adult educators were assigned further professional development and ideological schooling in Communist Party schools, special people's universities and through individual study.

Training of Volunteers

Since the early days of adult education in Czechoslovakia volunteer leadership was crucial; among the volunteers, public school teachers formed the core. More recently, while teachers still play an important role especially in the rural areas, other professional, semi-professional and skilled workers are expected to join them to fill the many voluntary leadership roles in the expanding out-of-school system of adult education.

With the foundation of the Masaryk Institute for Adult Education in 1925 the importance of training of volunteers was recognized and became one of the main tasks of the Institute. The post-war reconstruction between 1945 and 1948 placed important national tasks on adult education and the training of volunteers was intensified, only to suffer a serious setback during the early 1950's. Since 1954 volunteer training was gradually revived and in the provisions of the Standard System of Training of Adult Educators, declared in 1962, was re-established and developed to a new degree.

The need for training of volunteers was recognized and the provisions for training were outlined in the Standard System of Training as follows:

> The main load of work in adult education falls on volunteers. Therefore it is of utmost importance to give them extraordinary attention.... The system of Party Schooling is given an important place in the deepening of the political and technical knowledge of the volunteers.... The system of training of voluntary adult educators builds on the basis of the political schooling. Its bases are the basic adult education courses, special lecture series of the people's universities for adult educators, seminars and short courses. The districts are the centres of these activities....[12]

Even before the declaration of the Standard System of Training several basic adult education courses were organized in several districts on an experimental basis. The standard Basic Course was introduced into almost all districts by 1963. This course is usually organized as a residential course (lasting three to four days) or as a lecture-series preceded by or ending with a shorter residential workshop. Among instructors for the Basic Course are Communist Party workers, university lecturers, officials of local government and professional adult educators.

The uniform course outline for the Basic Course covers forty hours of instruction; the major proportion of time, twenty-one hours, is given to political and ideological topics, while adult education topics take in seventeen hours and working with youth is allotted two hours of instruction. The adult education topics include organization, direction and planning of adult education; discussion of local adult education problems; methods and techniques; illustrative devices; economics and documentation; and an excursion to a selected adult education institution. Following the pattern of professional training specialized sections of the Basic Course, which follow the common core program just outlined, are offered in the areas of public libraries, popular art creativity, nature preservation, local history and other special interest areas.[13]

Advanced courses for volunteers who have attended the Basic Course or who are deemed to have the equivalent background through experience and other training are still in the experimental stage and no standard national course outline is as yet available. Such advanced courses usually centre in depth on one topic such history of adult education, pedagogy, ethics, psychology and others. Special lecture series in the people's universities, short courses, seminars, briefings, study circles and conferences are among other methods used in further training of volunteers. Literature of adult education, individual study, and exchange of experience also have been assigned an important role in the national system of training of volunteers.

The increasing number of young people training as professionals and technicians in a great variety of professions and technologies is recognized in Czechoslovakia as a valuable pool of volunteer adult education leadership throughout the country. The Standard System of Training of Adult Educators stresses the opportunity for and the need of equipping the young intelligentsia with sufficient background in adult education during their studies and singles out especially the teacher training colleges and the agricultural colleges for this important task.

Conclusions

Provisions for adequate training of professional adult educators and volunteers are of crucial importance if adult education is to manage the tremendous tasks facing it in the immediate future. The recent Czechoslovak experience is unique in the history of adult education and deserves to be studied by adult educators in other countries both in its theory and practice.

From reports in the Czechoslovak literature, practice is, as is so often the case, lagging behind the blueprint provided by the declaration of the Standard System. The difficulties experienced in realizing the provisions of the Standard System and their underlying causes ought to be examined to provide a better understanding of forces at work in a comprehensive state-wide system of training.

The Czechoslovak Standard System of Training of Adult Educators provides one possible approach to the provision of adequate training facilities for a sufficient number of professional and volunteer adult educators required by the explosion of adult education institutions and organizations. Its wholesale, uncritical application in other countries could hardly be recommended. However, an examination of the Czechoslovak experience will hopefully help to spur on thought and action in other countries.[14]

Footnotes

1. For a description of this program see T. Trnka, "Adult Education in Czechoslovakia," *Adult Education* (U.K.), vol. 19, (March, 1947) p. 163.

2. Ustredni Vybor Komunisticke Strany Ceskoslovenska, "Zasady Jednotne Soustavy Vzdelavani Osvetovych Pracovniku," (Principles of a Standard System of Training of Adult Educators), in *Spravni Prirucka pro Osvetove Pracovniky*, (Administrative Handbook for Adult Educators), Praha: Orbis, 1963, pp. 54-62.

3. "Jednotna Soustava Vzdelavani Osvetovych Pracovniku," (The Standard System of Training of Adult Educators), in *Spravni Prirucka op. cit.*, p. 64.

4. *Ibid.*, p. 67.

5. "Nomenklatura Funkci a Funkcnich Platu v Osvetovych Domech a Osvetovych Besedach," (Nomenclature of Positions and Salaries in Adult Education Centres and Cultural Club Houses), *Osvetova Praxe*, No. 1-2, (1961), pp. 3-4.

6. The problems of low qualifications and attitudes toward training are dealt with mainly in: Stefan Kopcan, "Na Institute by Mali Viaceri Studovat," (Greater Numbers Should Study at the Institute), *Osvetova Prace*, vol. 16 (April 4, 1962), p. 136; Ludvik Pacovsky a Cenek Knobloch, "Cisla Plna Pesimismu?" (Statistics Full of Pessimism?), *Osvetova Prace*, vol. 17, (April 3, 1963), pp. 102-103; Jan Souc, "Perspektivu aj vo Vzdelavani Osvetovych Pracovnikov," (Perspective is Needed Also in the Training of Adult Educators), *Osvetova Prace*, vol. 18, (March 18, 1964),

p. 101; and Milan Koubek, "Kvalifikace Osvetovych Pracovniku," (The Qualifications of Adult Educators), Osvetova Prace, vol. 18, (September 16, 1964), pp. 330-333 and (September 30, 1964), pp. 350-351.

7. Stefan Pasiar, "K Profilu a Specializacii Osvetovych Pracovnikov," (Regarding the Profile and Specialization of Adult Educators), Osvetova Prace, vol. 17, (November 20, 1963), p. 423.

8. "Jednotna Soustava...," op. cit. p. 63.

9. Universita Karlova, Seznam Prednasek na Institutu Osvety a Novinarstvi ve Studijnim Roce 1964-65, (Calendar of Courses of the Institute of Adult Education and Journalism in the Academic Year 1964-65), Praha: Universita Karlova, 1964.

10. "Jednotna Soustava...," op. cit., p. 70.

11. Ludvik Pacovsky, "Stredni Knihovnicke Skoly," (Secondary Librarianship Schools), Osvetova Prace, vol. 17, (September 25, 1963), p. 338.

12. "Jednotna Soustava...," op. cit., p. 73.

13. Osvetovy Ustav v Praze, Zakladni Kursy pro Vzdelavani Dobrovolnych Osvetovych Pracovniku, (Basic Courses for the Training of Volunteer Adult Educators), Praha: Osvetovy Ustav, 1963.

14. For a detailed description and analysis of the Czechoslovak training system see Jindra Kulich, The Role and Training of Adult Educators in Czechoslovakia, Vancouver: Extension Department and Faculty of Education, University of British Columbia, 1967.

TRAINING OF ADULT EDUCATORS IN EAST GERMANY

Jindra Kulich

Research and training of adult educators, both at the professional and the volunteer level, are of importance to further development of effective adult education in any country. In Europe, traditionally, adequate provisions for training of adult educators were lacking, apart from sporadic efforts here and there. During the last few years, however, there is evidence of concern for the need of training throughout Europe resulting in a steadily growing number of training programs.[1] This paper will discuss recent developments in the training of adult educators in East Germany.

Adult Education in East Germany

Any discussion of the training of adult educators has to be placed into the context of the adult education system of that particular country and the role adult educators are expected to fill must be understood. Adult education in East Germany,

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especially since the comprehensive education reform of 1965, differs markedly both in rationale and in organization from most West European and some East European countries and closely resembles rationale and organization of adult education in the Soviet Union. While political and ideological schooling are the tasks of the Party, the trade unions, and a variety of mass organizations, and while ideological indoctrination is an integral part of all educational programs, general educational and vocational upgrading of the entire adult population, organized through the state system of adult education, is considered of utmost importance. This concern for upgrading is carried almost to the point of making adult upgrading and adult education synonymous.[2]

This direction in the development of adult education in East Germany began with the occupation and division of Germany by the four Great Powers at the end of the Second World War. Already in the fall of 1945 several folk high schools,[3] closed down in the 1930's by the Nazi regime, reopened in the Soviet Occupation Zone on the initiative of German adult educators who survived the Nazi rule and the war. These institutions were legalized by the Soviet Military Administration in January 1946. Two years later the net of the folk high schools was further expanded, this time on the initiative of the Soviet Military Government. During the first phase of post-war development the two primary tasks given to adult education institutions were to re-educate the population in the spirit of anti-fascism, and to disseminate 'practical know-how'.[4]

The second phase in the development toward the present structure culminated in 1953 with the division of adult education into two separate streams, the adult upgrading stream organized mainly through technical factory schools, established since 1950, and general cultural work carried out by the folk high schools and by the new houses of culture set up in East Germany after Soviet example.

The third phase introduced in 1954 a further differentiation of function with the foundation, also following Soviet example, of the Society for the Dissemination of Scientific Knowledge. The three institutions for adult education were then charged with the following tasks: the Society for the Dissemination of Scientific Knowledge was to enlighten the adult population in the natural and social sciences; the folk high schools were to provide general educational upgrading of adults; and the technical factory schools were made responsible for vocational upgrading of the labour force.

Finally, in the last phase, general non-credit adult education, and academic and vocational upgrading were completely separated in two independent systems. Already in 1956 the folk high schools were reorganized as secondary general and secondary technical evening schools and abandoned the last vestige of non-credit general enlightenment programs. This process was completed by the Decree Regarding Educational Institutions for Adult Upgrading of September 1962.[5] This decree consolidated the net of adult upgrading institutions developed during the post-war period, delineated the tasks of these institutions under three categories (folk high schools, factory academies and village academies), and tightened the political, ideological and professional control through the Ministry of Education.[6] General, non-credit 'out-of-school' education was taken over by a variety of organizations and institutions. Among these the trade unions, the houses of culture and cultural clubs, and the Society for the Dissemination of Scientific Knowledge (recently renamed Urania) are the most significant.

The Law on the Unified Socialist Educational System, passed in 1965, introduced a comprehensive reorganization and standardization of education and vocational training at all levels.[7] The main objective of the legislation was to create an educational system which would improve the vocational, technical and professional qualifications of the entire population. The legislation introduced total centralization throughout the system, down to the individual course syllabus. The institutions for adult upgrading were charged with the task of enabling adults in the labour force to improve their qualifications in a part-time training system consisting of: (1) the factory academies as centres of industrial re-training and upgrading, (2) the village academies as centres of re-training the collective farmers for mechanized farming methods, (3) the folk high schools as centres for secondary school completion and as a co-ordinating agency for all adult upgrading at the local and district level, and (4) individual study.[8]

Concluding this brief account of adult education in East Germany, a few recent statistics will illustrate the size of some of the parts of the two systems. In the general cultural system, Urania reported in 1966 8.2 million participants in its programs.[9] In the adult upgrading system, Knauer[10] reported that on the average 700,000 of the labour force (among these 180,000 women) enroll annually in the factory and village academies; the number of workers who pass the skilled worker examinations doubled between 1960 and 1966 to 77,000. The same source reported the folk high school enrollment in 1965-66 at approximately 320,000.[11]

The East German Adult Educators

The ideological influence and the political control exercised over all education and cultural work by the Socialist Unity Party (SED)[12] is of crucial importance in understanding the role of the adult educators in East Germany. The adult educators must not only have the necessary expertise in their field, but they must also be politically reliable and ideologically committed to the Party platform. This can be seen clearly already in the declaration of the Two-year Plan for the Folk High Schools in 1948:

> The teachers of adults must in an unceasing effort strive for the highest professional qualification. They will achieve this through self-development, through intensive common struggle with their students for deeper understanding and through participation in continuing education programs. They must master the natural and social laws, understand both in theory and through social involvement the great factors in the struggle between imperialism and socialism, and must actively

> take the side of progress. They must get a deep understanding of the psychological and social-psychological relationships of adult education and must strive to master the didactics and methodology of their subject. However, all their actions must be governed by the conviction that we as adult educators have a significant contribution to make to the liberation of the world, to the solution of the social and national question, and to the building of a higher, a socialist social order. It is toward this goal that the teachers of adults must struggle. With full involvement of their personality, with infectious faith in victory, they must be active, collective, realistical pioneers of socialism.[13]

The necessary components of the profile of the teacher of adults as it is seen by East German adult educators are well outlined by Harke:

> (a) An unmistakeable [communist] partisanship which enables the teacher to lead the adults to insight into the laws of social development, as a basic requirement;
>
> (b) a highly developed academic or technical expertise which enables the teacher to deal with specific problems of the adult student as they relate to the practical experience of the adult and to the expertise area of the teacher;
>
> (c) a highly developed methodological skill which pre-supposes the mastering of the particular subject as well as the ability to adjust to the special requirements of the adult learner...;
>
> (d) and a relationship to the participants marked by the realization that he is their friend and comrade within the framework of the socialist cultural revolution. However, this means at the same time that the teacher must at all times preserve his leading role; he who lets the leading role slip away from him is a poor adult educator! The teacher must also be ready to listen to 'private' problems of the students (be these of a vocational or personal nature) and to assist them in work and in deed...[14]

Both these statements illustrate well also the preoccupation of East German adult educators with academic and vocational upgrading. Statements referring in a similar way to general cultural work are much harder to locate in adult education literature.[15]

During the early post-war period most adult educators were engaged only on a part-time basis. By 1950, however, there were increasing numbers of full-time directors of the folk high schools, many of whom replaced 'old-line' part-time directors who were considered politically and ideologically unreliable by the district Party executives.

Part-time instructors during the same period were drawn primarily from the 'old intelligentsia'. Many of these instructors were school teachers; about one third had college education and the majority were middle-aged or older. However, these instructors were gradually replaced with the young 'new intelligentsia', educated since the war. Those who could not be replaced had to undergo re-education which encompassed Soviet pedagogy, the application of dialectical and historical materialism to all fields of knowledge, and current affairs as a teaching principle.[16]

Since 1948 full-time instructors started to be employed. In 1951-52 a comprehensive regulation governing the employment of full-time instructors was issued by the Ministry. The regulation established a teaching load of eight two-hour lessons, plus two hours of tutoring, per week; in addition, the full-time instructors were to assist the director of the folk high school in pedagogical and methodological questions. All full-time instructors were obliged to undergo indoctrination in marxism-leninism and many of them were and are members of the Socialist Unity Party.[17]

The state of qualifications of adult educators is well illustrated in the case of the Erfurt District, where in 1961 there were 156 institutions for adult upgrading with a total enrollment of 38,514 students. These institutions employed 2,018 instructors, of whom 1,595 (79%) were part-time instructors. Of the total of full-time and part-time instructors 1,431 (71%) had no pedagogical training.[18] To remedy this situation new training programs for part-time adult educators were instituted and existing training programs for part-time and full-time adult educators were expanded.

Early Training Efforts

With the growing net of adult education institutions and the increasing number of both full-time and part-time adult educators, the need for training at several levels became clear. As was already indicated, some beginnings were made already in 1948, especially at the political-ideological level. The already cited Two-year Plan for the Folk High Schools spelled out twelve steps deemed necessary to ensure adequate training of adult educators:

(1) Subject matter study groups for instructors. To be organized at least each fourth week. Discussion of subject matter and methodological questions.

(2) Study groups concerned with foundations of scientific socialism. Compulsory for all folk high school instructors. To be organized at least each fourth week.

(3) Workshops for continuing education in the sciences. To be at least three days long.

(4) A one-stand schooling in a course of at least two-week duration -- for all directors.

(5) Long-term courses of several months duration at a Zone level for instructors, especially social scientists, to be arranged in co-operation with the Leipzig Residential Folk High School or the Brandenburg Regional College at Potsdam.

(6) Establishment at the Leipzig University of an Institute of Adult Education, to serve as a research centre for adult education and as a training centre for full-time directors, inspectors and instructors.

(7) Summer courses at the universities aimed at deepening and expansion of social, professional, and pedagogical knowledge and skills.

(8) Observation of experienced instructors in action.

(9) Assistance to young instructors by experienced colleagues (subject matter chairmen). Mentor system. Mutual visitations and exchange of experience.

(10) Exchange among the folk high schools of qualified instructors as guest-instructors.

(11) Exchange of teaching materials.

(12) Participation in the Folk High School Week and at the Folk High School Regional Conferences in lectures given by successful instructors.[19]

Practically all the demands listed in the Two-year Plan were realized to a greater or lesser degree. Between 1949 and 1951 each of the provinces (Länder) established a provincial residential folk high school, charged with training of and in-service programs for folk high school instructors, cultural workers, and librarians. The most active of these schools was the Halle/Saale Folk High School whose staff was engaged in research in adult pedagogy and where a series of pamphlets on methodology of adult education were published. After the abolition of the Länder in 1952 the five provincial schools changed name in 1953 to central schools for cultural enlightenment and came under the direct control of the Ministry. Typical courses held in these schools varied from ten days to three weeks. Among the topics were: dialectical-historical materialism; political and economic foundations of national economy; capitalist political economics; socialist political economics; marxist theory of art; history; Michurinian biology; philosophical foundations; and Russian.[20]

By 1958, full-time adult educators were required to complete a one-year supplementary training at the universities in Leipzig or Dresden after graduation in their specialized field. The Leipzig program was designed primarily for graduates in languages, agriculture and social sciences, while the Dresden program was aimed at technical specialists. The one-year course is a necessary pre-requisite for any adult educator who aspires to a leadership position within the system.[21]

An external study program at the Meissen-Siebeneichen Folk High School enrolled five hundred part-time external students during 1959. Admission to the program was conditioned on at least one-year experience in the field and on graduation from the quarterly indoctrination course in the District Party School. The three-year program involved ten months of individual study per year, combined with two residential seminars of three weeks each and a one-week practicum; consultations with tutors are held once a month in regional centres. The first year of the program commenced with a twelve-day residential introductory course. The curriculum consisted of: (a) marxist-leninist philosophy, (b) political economics and foundations of industrial and agricultural economics, (c) the state and legislation, (d) history, (e) marxist-leninist theory of art, (f) theory and practice of adult education, and (g) German.[22]

Training Adult Educators for the Upgrading System

The division of adult education into two separate main systems and the increasing importance given to academic and vocational upgrading of adults in East Germany was already discussed. This division and specialization has been carried also into the training of adult educators. The key institution for training for the upgrading system is the Institute for Adult Education (Institut für Erwachsenenbildung) at the Karl Marx University in Leipzig.

The Institute for Adult Education was established in the Faculty of Philosophy in 1948, following the demand for an institute for training and research voiced in the Two-year Plan which was discussed earlier. Later on, the Institute separated from the Faculty of Philosophy and gained independent status within the university. By 1968 the Institute employed a full-time faculty of twenty-eight, engaged in teaching and research. The number of students in the same year reached 900; however, only twenty-five of these were enrolled in the adult education major program. Approximately 150 students each year sit for the supplementary program examination and receive the Diploma in Adult Pedagogy.[23]

The Institute for Adult Education has three departments, each with a number of sub-departments:

(1) Systematical and Historical Adult Pedagogy
  (a) Historical and Comparative Adult Education
  (b) General Didactics of Adult Education
  (c) Foundations of Adult Education

(2) Specialised Didactics and Methodology of Adult Education
  (a) Social Sciences
  (b) Languages
  (c) Agriculture

(3) Pedagogy of Adult Upgrading
  (This Department is involved primarily in research)[24]

Programs offered by the Institute comprise a major, a minor, and a supplementary program. In the major program students take adult pedagogy as their major plus two minors in German, Russian or English. The five-year program consists of four years of full-time study and a fifth year internship in an adult education institution, combined with part-time external study. The minor program is offered in combination with majors in political economics, philosophy, history and scientific socialism. A one-year supplementary program is aimed at graduates in other disciplines who wish to attain background in adult education. The supplementary program combines external and residential study; students are required to spend a total of twelve weeks in short-term residential courses and seminars during the year, culminating in a four week course at the conclusion of the program. Courses offered include: (a) dialectical and historical materialism, (b) political and economic foundations of socialist economy, (c) principles of education (especially of Soviet pedagogy), (d) psychology of adult education, and (e) didactics of specific subjects.[25]

In addition, the Institute has been charged with the responsibility for continuing education of adult educators and faculty. In the words of the Education Act, the continuing education programs "must be close to the practical life" and must provide the participants with "immediately applicable assistance for the improvement of their work."[26] The continuing education programs include long-term courses in adult pedagogy for faculty and part-time instructors of adults. As a part of this program the Institute offers a one-year evening course leading to a Diploma in Pedagogy of Higher Education. Throughout the continuing education program special attention is given to "the strengthening of socialist consciousness of all teachers and faculty."[27]

The well developed and comprehensive training activities of the Institute of Adult Education at the Karl Marx University in Leipzig and similar activities of the Institute for Vocational Education (Institut für Berufspädagogik) at the Technical University in Dresden are supplemented at the local and district level by training programs for part-time instructors and by continuing education programs. Such programs are carried out by various institutions but are co-ordinated and supervised by the local folk high schools.

A two-level plan for training part-time instructors in all adult education institutions, devised in the Luckenwalde District, will serve as an example of activities in a district:

(1) The First Level of Pedagogical Qualification

  (a) Individual guidance and counselling of the instructors by representatives of school administration;

  (b) participation in a course in foundations of pedagogy (primarily concerned with problems of lesson planning and execution);

  (c) Compulsory participation in home-room teacher conferences, subject specialist conferences, and district conferences; and

  (d) observation of prepared demonstration lessons.

(2) The Second Level of Pedagogical Qualification

> (This level to be arranged in a form of monthly institutes centered on a specific problem which is pertinent to the part-time instructors.)
>
> Institute themes for 1967-68: The Need for and Possibilities of Demonstrable Presentation of Material in Adult Education; Content, Form and Techniques of Oral and Written Home Work and Examinations; Education for Independent and Creative Work and Thinking; Problems of Citizenship Education in all Subjects; Teaching Techniques; Elements of Teaching and Didactic Principles, etc.[28]

The training of and continuing education for part-time instructors is currently in the centre of interest in the upgrading system. Undoubtedly this aspect of training adult educators will be given added political-ideological and economic support and will experience considerable expansion in the near future, possibly at the expense of provisions for training adult educators in the general cultural system.

Training the Cultural Workers

The literature on training adult educators in East Germany, published both in East and West Germany, contains very few references to the training of adult educators active in the general cultural system. It is clear that the primary attention given in East Germany during the last few years to the upgrading of adults has overshadowed the general cultural work even to observers from abroad. And yet, the first experimental evening study program for training cultural workers was established in Leipzig already in 1959. A five-year university program was established in 1963 with the foundation of the Institute for Aesthetics and Science of Culture (Institut für Asthetik und Kulturwissenschaften) within the Philological Faculty of the Karl Marx University. The Institute received very little attention in West German adult education literature, although Siebert mentions it briefly.[29] On the other hand, the Institute attracted the attention of Czechoslovak adult educators.[30]

The Institute for Aesthetics and Science of Culture was established to offer university level training to full-time adult educators and cultural workers employed by the Society for the Dissemination of Scientific Knowledge (now Urania), houses of culture, cultural clubs, art galleries, museums and other cultural institutions. Since the graduates will be political organizers, supervisors of specialists, and leaders of volunteers, considerable importance is given during the study to cultural-political practice in the form of extensive practicum.[31]

The five-year study leading to the academic title of Certified Cultural Scientist (Diplomkulturwissenschaftler) can be completed by four different programs: (a) the full-time day program, (b) the evening program, (c) the external individual study program, and (d) the supplementary program (for graduates in other disciplines). The curriculum for the full-time study program contains the following subjects:

(a) Dialectical and historical materialism (2)
History of the international labour movement (2)
Political economics (2)

(b) Epistemology (2)
Aesthetics (2)
Ethics (2)
Sociology (4)

(c) Theory and history of the cultural revolution (4)
Cultural history (6)
Pedagogy and psychology of adults (2)
Management and leadership theory (4)
Philosophical problems of natural sciences (8)

(d) Russian (4)
Physical education (4)

(e) Elective courses[32]

It is interesting to note that students enrolled in the external individual study program at the Institute can claim work-release of thirty-four working days per year for study purposes. This work-release time is spread through the school year as follows: two days at the beginning of the school year, twenty days during the year for seminars at the Institute, eight days for methodological practicum, two days for preparation for and two days for writing examinations.[33]

In addition to the university level training available through the Institute for Aesthetics and Science of Culture in Leipzig, the Ministry of Culture decreed in November of 1962 the establishment of a Basic Study Program for Cultural Workers.[34] The two-year program became operational in February of 1963. The program was designed for representatives of local government, Party cultural workers, cultural workers in mass organizations, in industrial enterprises and in agricultural collectives, officials of cultural clubs and volunteers active in a variety of cultural institutions. Participation in the program is voluntary for part-time and volunteer cultural workers, while for full-time workers who did not already complete or who do not presently participate in a training program in the cultural field attendance in the basic program is a condition of their further employment.

The Ministry of Culture was made responsible for the execution of the decree and for approval of the curriculum for the Basic Study Program. The Centre for Cultural Work (Zentralhaus für Kulturarbeit) in Leipzig was made responsible for the preparation of the curriculum and publishing of the lesson plans. The realization of the Basic Study Program was laid on the shoulders of the cultural committees of the local government at the district and regional level. The two-year program was to consist of correspondence study and guided reading, with seminar participation once a month (to be held outside of working hours). In addition the students were to participate in local cultural programs. At the completion of the Program participants receive a Certificate of Attendance.

Curriculum outline for the Basic Study Program was laid down in the Decree as follows:

(1) Introduction to socialist cultural politics and practice;

(2) Socialist cultural revolution and the development of socialist culture;

(3) Role of cultural work in forming the socialist consciousness of the workers in relationship to solving of political and economic tasks;

(4) Management of the tasks of clubs and houses of culture;

(5) Dissemination of information in the fields of literature and literary propoganda, theatre, music, visual arts, dance, and film; and

(6) Aesthetics.[35]

Account of the degree to which the Basic Study Program for Cultural Workers became reality at the local level and assessment of its relative success could not be located in literature available to the author. The scarcity of evaluation reports or any reference to these in the available literature and the preponderance of practical 'how to', conceptualization and theory building articles point to certain deficiencies in adult education research in East Germany which will be discussed next.

Theory and Research

Successful and effective training of adult educators at all levels must be based on a body of knowledge assembled through empirical research as well as through conceptualization and theory building. Specific adult education research in East Germany is still at a very rudimentary stage. The schoolish orientation of much of the research and the excessive application of school-based pedagogy to adult education stands in the way of empirical research in adult psychology and application of the findings to adult education techniques.[36]

The difficult situation of adult education research was discussed in 1965 by Dr. Manfred Widmann, Director of the Institute for Adult Education at the Karl Marx University in Leipzig.[37] Widmann lists the three areas of teaching and research which are the responsibility of the Institute as (a) pedagogy of higher education, (b) pedagogy of vocational-technical education, and (c) pedagogy of adult upgrading, and states that while it is possible to notice the beginning of planned and co-ordinated teaching and research in the first two areas, the need for the same planning and co-ordination in research in pedagogy of adult upgrading goes largely unnoticed. Widmann also points out the difficulty faced by a scientific methodology of teaching adults as no research in adult learning is being carried out in East Germany. Knoll and Siebert report in 1968 that a Department of Pedagogical Psychology of Adults was established in the Institute for Psychology at the Karl Marx University and that four researchers are now exclusively concerned with problems of adult learning.[38] It is interesting to note that already in 1963, in discussing the training of part-time instructors, Faust[39] stressed the need to consider psychology and pointed out the lack of psychology as a subject in training plans for adult educators.

Siebert reports in 1968 the development of a research plan of seventy-five studies to be undertaken by research assistants and doctoral candidates in the Department of Pedagogy of Adult Upgrading at the Institute for Adult Education. These studies will be undertaken in the following categories:

(1) Foundations of adult upgrading (political-philosophical and cultural-aesthetical education, upgrading of women, heterogeneity of participants, drop-outs, new methods and techniques, etc.);

(2) Models of vocations in adult upgrading;

(3) The place of adult upgrading in the socialist education system;

(4) History of adult upgrading since 1945; and

(5) Handbook of adult upgrading.[40]

The recently increasing research activities in East Germany cannot but eventually have effect on the training of adult educators. Adult educators trained on the basis of research findings in turn should be more receptive to research, more willing to apply research findings in their work, and more interested to attract researchers to study their students, programs and institutions. The growing use of research findings and of opportunities for further research should spur on more research. Eventually this climate favourable to research should penetrate also into the general cultural system and invigorate the lagging sociological research. The further development of adult education in East Germany will to a considerable degree depend on the degree of freedom given to the developing research activities in adult education in both the adult upgrading and the general cultural system.

Conclusions

Provisions for training of full-time and part-time adult educators in East Germany seem to be well developed, especially at the university level. The content of the training programs has to be understood in terms of the political-ideological climate of the country as well as in terms of the role adult educators in East Germany are expected to play in their society.

Although training of adult educators in East Germany suffers under the limitations placed upon adult education by the official Party ideology, it is well advanced over most West European countries. However, it is rather illustrative of the relative fringe position of adult education in most countries that in spite of the special importance assigned in East Germany to upgrading and qualification of adults in all fields, training and qualification of adult educators is one of the last fields to be adequately developed.

The predominance of adult upgrading in East German adult education seems to overshadow the interesting work done in general cultural work especially through the many cultural clubs, houses of culture and the Urania. The strong upgrading orientation also has an effect on the kinds of research carried out and the schoolish orientation of theory and methodology of adult education which still is in strong evidence.

The establishment of the Department of Pedagogical Psychology of Adults at the Karl Marx University and the increasing research activities of the Institute for Adult Education at the same university are promising indications of a possible new direction in the further development of adult education in East Germany.

The training of adult educators in East Germany, as well as training provisions in other countries, should be kept in evidence and examined by colleagues abroad so that adult educators can learn from the successes and mistakes in other countries and societies and can better contribute to the further development of adult education in their own society.

Footnotes

1. For developments in Western Europe see the important pilot study Workers in Adult Education: Their Status, Recruitment and Professional Training (Strasbourg: Council for Cultural Co-operation of the Council of Europe, 1966). The East European states are far ahead of Western Europe in provisions for training both professionals and volunteers; unfortunately very little is known about these programs and only a few accounts are available in English. Among these are: Dusan M. Savicevic, The System of Adult Education in Yugoslavia (Notes and Essays Series No. 59; Syracuse: University College, Syracuse University, 1968) which contains a very useful chapter on the training of adult educators, and Jindra Kulich, The Role and Training of Adult Educators in Czechoslovakia (Vancouver: Faculty of Education and Department of University Extension, The University of British Columbia, 1967).

2. It is worth noting that the term 'Erwachsenenbildung' (adult education) has disappeared in East Germany and has been replaced with the term 'Erwachsenenqualifizierung' (adult upgrading), while the broadly cultural aspects of adult education are included under the term 'kulturelle

Massenarbeit' (cultural work with the masses) which also includes the activities of theatres, art galleries, folk ensembles etc. aimed at all age levels of the population.

3. *Volkshochschulen*, adult education institutions offering non-credit programs, predominantly in the liberal arts and humanities, organized primarily in the evening.

4. For a very useful account of the post-war development and for periodization of adult education in East Germany, see Joachim H. Knoll and Horst Siebert, "Zur Erwachsenenbildung in der DDR," pp. 9-40 in Knoll and Siebert, *Erwachsenenbildung -- Erwachsenenqualifizierung: Darstellung und Dokumente der Erwachsenenbildung in der DDR* (Heidelberg: Quelle & Mayer, 1968). See also Heinz Gutsche, *Die Erwachsenenbildung in der sowjetischen Besatzungzone* (Bonn: Bundesministerium für Gesamtdeutsche Fragen, 1958), 2 vols.

5. "Verordnung über die Bildungseinrichtungen zur Erwachsenenqualifizierung, vom 27. September 1962," in Knoll and Siebert, *Erwachsenenbildung -- Erwachsenenqualifizierung*, *op.cit.*, pp. 83-91.

6. Manfred Bauer, "Präsidium des Ministerrates beschloss Verordnung zur Erwachsenenqualifizierung," Berufsbildung, 16 (November 1962), pp. 597-598.

7. The following information is taken primarily from Karl A. Grüner, "Erwachsenenbildung in der 'DDR', "*Volkschochschule im Westen*, 18 (October 1966), pp. 245-246.

8. Individual study, based on specially prepared texts and using a variety of supplementary techniques such as tutorials and group seminars is developed in East Germany to the point of outpacing other parts of the adult upgrading system and would deserve detailed study by adult educators in other countries. Unfortunately only very limited materials are available in English.

9. Arnold Knauer, *Aufgaben und neue Experimente der Erwachsenenbildung* (Frankfurt/Main: Frankfurter Bund für Volksbildung e.V., 1967), p. 85.

10. *Ibid.*, pp. 83-84.

11. *Ibid.*, p. 84.

12. The Socialist Unity Party (Sozialistische Einheitspartei Deutschlands) is the Communist Party of East Germany.

13. "Arbeitsplan der Volkshochschulen der Sowjetischen Besatzungzone Deutschlands 1948-1950," *Volkshochschule*, (1948), p. 395.

14. Erdmann Harke, *Grundfragen und Probleme der systematischen Allgemeinbildung Erwachsener in den Volkshochschulen der Deutschen Demokratischen Republik* (Halle/Saale: Stadvolkschochschule Halle, 1961), p. 33. It is worth noting that Harke based his requirements on principles stated by Soviet authors.

15. This is also evidenced by the lack of a journal devoted to adult education. The only such journal published in East Germany, *Volkshochschule*, ceased publication in 1950 and now only the vocational training journal *Berufsbildung* regularly carries articles concerned with adult training. Other articles on adult education are sporadically scattered around in political-ideological and educational periodicals.

16. Gutsche, *Die Erwachsenenbildung in der sowjetischen Besatzungzone*, *op.cit.*, vol. 1, p. 72.

17. *Loc. cit.*

18. Hans Amberg, "Zur gegenwärten Situation der pädagogischen, Qualifizierung der nebenberuflichen Lehrkräfte," *Berufsbildung*, 16 (August 1968), p. 431. The situation in the Erfurt District may be considered typical and many articles appearing in *Berufsbildung* since 1960 stress the need for training of part-time instructors and outline efforts at the local or district level.

19. "Arbeitsplan der Volkshochschulen...," *op.cit.*, p. 395.

20. Gutsche, *op.cit.*, pp. 77-81.

21. Horst Siebert, "Universität und Erwachsenenbildung in der DDR," *Hessische Blätter für Volksbildung*, 18 (1968), pp. 91-92.

22. Eva Mlčochová, "Půl tisíce osvětových dálkařů v NDR," *Osvětová Práce*, 13 (June 3, 1959), p. 170.

23. Siebert, "Universität und Erwachsenenbildung," *op.cit.*, p. 91.

24. *Ibid.*, pp. 90-91. The reader will note the classification of adult education as a branch of pedagogy, giving rise to peculiar combinations such as "adult pedagogy". More will be said about this classification in the section on theory and research.

25. *Ibid.*, p. 92.

26. Cited from *Das Gesetz über das einheitliche sozialistische Bildungssystem* by Siebert, *op.cit.*, p. 92.

27. Siebert, *op.cit.*, p. 92.

28. Herbert Fiedler, Günther Koopehle and Willi Ukrow, "Stufenweise Pädagogische Qualifizierung nebenberuflicher Lehrkräfte," *Berufsbildung*, 21 (October 1967), pp. 514-516.

29. Siebert, *op.cit.*, p. 91.

30. Miroslav Disman, "Vzdělávání osvětových pracovníků v NDR," *Osvětový Sborník*, (1965), pp. 31-33. The Institute for Aesthetics and Science of Culture at Leipzig is of considerable interest to Czechoslovak adult educators as it bears some resemblance to the Institute for Adult Education and Journalism at the Charles University in Prague.

31. *Ibid*, p. 32.

32. Adapted from Disman, *loc. cit*. The numbers in brackets refer to the number of semesters each course requires; number of hours per week varies from course to course from 2 to 5 hours. Elective courses account for 9 hours per week during the first three years, 6 hours in the fourth year, and 4 hours in the final year.

33. *Ibid.*, p. 33. Work-release with pay for study purposes is wide-spread in East Europe and the U.S.S.R. and is often incorporated in legislation.

34. "Anordnung über das Grundstudium für Kulturfunktionäre und die Spezialschule für Leiter des Künstlerischen Volksschaffens, vom 16. November 1962," Knoll and Siebert, *op.cit.*, pp. 91-96. The description of the program in this article is based on the decree.

35. *Ibid.*, pp. 92-93.

36. The retardation of empirical research in adult psychology and especially in sociology of adult education is a heritage of Soviet pedagogical ideology noticeable throughout East Europe since 1945. While many adult educators and research institutes in East Europe have gradually abandoned the Soviet theory and pushed ahead in their own research activities, notably in Yugoslavia which now can be considered a leader in European adult education research, East German adult educators have only very recently begun to make the first tentative steps.

37. Manfred Widmann, "Entwicklung der Erwachsenenbildung -- Aufgaben der Erwachsenenpädagogik," pp. 1-8 in *Beiträge zur Sozialistischen Erwachsenenbildung*, vol. 2, (Leipzig: Institut für Erwachsenenbildung, Karl-Marx-Universität, 1965).

38. Knoll and Siebert, op.cit., p. 202 (footnote).

39. Karl Faust, "Pädagogik für nebenberufliche Lehrkräfte," Berufsbildung, 17 (August 1963), p. 405. Although Faust still relies exclusively on Pavlovian psychology rather than on empirical research in the psychology of adult learning conducted with adult human subjects, his statement is among the first recognitions of the need for psychology in training programs for adult educators.

40. Siebert, "Universität und Erwachsenenbildung," op.cit., p. 91.

TRAINING ADULT EDUCATIONISTS IN HUNGARY

Soós Pál

(Debreceni Teacher Training College)

Can adult educationists be trained in teacher training colleges? There is little enthusiasm for the suggestion in Britain; Dr Soós Pál describes an attempt to make it work in Hungary.

During the last twenty years adult education has made great progress in Hungary. Recently, the promulgation of the Guiding Principles of Cultural Policy of the Hungarian Socialist Workers' Party and the national conference of adult education in Debrecen, 1965, have opened up new prospects.

The growing social acceptance of the principle of continuing education and the development of the systematic organisation of adult education has demanded more and more well-trained professional workers capable of coming up to modern requirements in theory and practice. Some years ago, with this end in view, our cultural government authorities established professional instruction at two universities-Budapest and Debrecen-and at two teachers' training-schools in Debrecen and Szombathely.

This short account deals only with the adult education work of the teachers' training-schools. Hungarian teachers' training-

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schools give three years' (six terms') instruction for their students who come here after finishing the secondary school at the age of eighteen.

The new adult education branch was established at the teachers' training-school of Szombathely four years ago, and at our school in Debrecen three years ago. As both schools are training teachers, too, they are institutes of two professions. According to our experience until now, apart from some little disagreements, the marriage of the two professions has proved fortunate. The adult education branch has a deputy head and two independent departments (chairs) for adult education (with a personnel of five), and for librarianship (with a personnel of three). There are 120 adult education students in all (one year consists of forty students), and their teachers come from the practical field of adult education. (The teachers training branch has between ninety and one hundred students.) All the students are aged between eighteen and twenty-four.

The chief and most difficult question faced by the new training branch was the shaping of the programme of studies. The first version of our curriculum, arranged by outside experts, was too theoretical. It comprised too many subjects, with inadequate logical connection, and it did not give the students any time for practice.

The second version, revised by the teachers of training themselves, was we think much better, though that is also not absolutely faultless. The present curriculum tries to bring the subjects into harmony, and in its framework the theoretical instruction is already combined with a systematic, permanent and gradual practical training during the six terms.

Our students must register for the following main theoretical subjects: marxist philosophy and social science-dialectical materialism, historical materialism and sociology, political economy, scientific socialism, history of religion and atheism; science of culture-history, theory, policy and organisation of culture, planning of adult education work; aesthetics, education for artistic taste and the amateur artistic movement-general, literary, theatre, film, music, fine arts, dancing; library sciences-general, bibliography, centralised cataloguing; psychology-general and adult; pedagogy-general and adult; and fundamentals of natural sciences, technology and production-world concept of natural science, industrial and agricultural knowledge. The first four subjects are taught throughout five semesters, the last three through two. Besides these subjects the students have to learn one or two foreign languages, knowledge of mother language, handling of audio-visual instruments, typewriting and some sport. Our present curriculum devotes a considerable range and time to practical training, though it is the most unsettled section of our whole training work. At present the following opportunities are provided for our students: in the first two terms they visit different cultural institutions and adult educational programmes. These visits are in groups of ten with a teacher or tutor. These practice visits are preceded and succeeded by group preparation and analysis. In the third term the students have to demonstrate their own practice programme in the school, in the presence of their tutor and fellow-students. In the next two terms they do the same in the extra-mural field. Preparation, analysis and marking are important parts of these further practices, too.

Practical training runs parallel with the theoretical instruction. In the last term the students do not have any theoretical instruction at all. For two months they work as apprentices at different county, district or village cultural institutions (community centre, village hall, club, etc), and they spend the other two months in public libraries. These standard practising institutions, selected from different parts of our country, are in close connection with our school. In this 'semester of probation' every student has to demonstrate a model programme evaluated and marked both by his intra-mural and extra-mural tutor. In addition to these compulsory studies our students take part in different field trips, in collections of sociological data, and they organise various programmes by themselves in the school and in the country. At the end of the three years the students of adult education have to pass a state examination that includes the defence of a diploma thesis. Students taking our training-school diploma can work in adult education or librarianship.

What kind of problems now have to be solved? We are already over the pioneer stage; our actual main task is to shape the standard material of subjects and the accurate demarcation of them, and to provide adequate lecture notes and text-books. We must also raise the level of the practical training, intra-murally and extra-murally.

Our school also has a correspondence course, enabling field workers and librarians to obtain a diploma equivalent to the regular students' one. For the correspondence students we organise four consultations in a year. At present between one hundred and 120 students are studying adult education by correspondence. Correspondence students tend to be more mature people than the residential students with some experience in the field.

TRAINING ADULT EDUCATORS IN HUNGARY

Jindra Kulich

Adult Education in Hungary[1]

As in most European countries, the roots of organized adult education in Hungary can be traced to the early nineteenth century. From that time on, adult education developed in a variety of forms such as literary and educational circles, sunday schools, public libraries, and cultural, physical education and amateur art societies.

In the period between the two World Wars the provision of adult education was further differentiated, and in addition to the many varied traditional forms of informal adult education, more formal forms of literacy training and vocational training were on the increase. However, the political climate from 1920 was not too conducive to adult education and many of the activities had to be carried on in a semi-legal or even illegal way.

The political, economic and spiritual ruin of Hungary at the end of World War II presented a great challenge to adult education,

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with physical facilities practically non-existent and personnel decimated by years of persecution and the War.

The far-reaching political, social and economic changes in the immediate post-war period also influenced significantly changes in the definition, role and organization of adult education in Hungary. Since 1949, all education, including all forms of adult education, has been under the political-ideological control of the State and the Hungarian Workers' Socialist Party.[2] However, much of this control is decentralized and since the early 1960's the state administration and the Party have attempted to maintain a balance between integration and dispersed decision-making at the county and local level.

Once the most urgent tasks of the immediate post-war period were accomplished (these included, foremost, literacy training, provision of elementary and secondary schooling for workers and peasants, vocational training, and political-ideological re-education), the more long-range tasks were outlined in 1964 as follows: mass development of general adult education among the adult population; development of specialized knowledge in the work force; literary and artistic education of the masses; appropriate and functional uses of leisure; and development of socialist collective thinking.[3]

These tasks assigned to adult education in Hungary are carried out through a comprehensive system of adult education consisting of four main branches:

1. Formal adult education, including elementary and secondary workers' schools and evening and correspondence courses at higher education level;
2. vocational and further education, organized by factories and by trade and professional associations;
3. ideological-political education, organized by political organizations; and
4. informal adult education, carried out by a wide variety of institutions and associations.

This wide network of formal and informal provision of adult education[4] requires a considerable number of both volunteers and professional adult educators to organize, administer and staff the many varied programs.[5]

Profile of Hungarian Adult Educators

Since the early beginnings of adult education in Hungary, school teachers made up most of the cadre of volunteers active in the field, especially in the countryside. During the last few years, the number of other intellectuals active in the informal adult education system has been steadily increasing, although the teachers still form the largest single group. In 1969, there were some 4,000 professional adult educators and 32,000 - 40,000 volunteers active in the field.[6]

An analysis of the desirable characteristic traits of the Hungarian adult educator, carried out by Karsai, brought out the following: ability to work consciously towards concrete and specific goals; to work with people; to understand and assess people; to be convincing in word and deed; to cope with both success and failure; to combine many sidedness and harmony; and to perceive and satisfy the cultural/educational needs of the clientele. In order to be able to give leadership, professional adult educators furthermore need to have maximal freedom of thought and to employ in their work a scientific approach, creative analysis and synthesis, and careful evaluation of the results of adult education processes.[7]

Some of the traits described by Karsai are personality traits acquired through the process of socialization and through life experience, while others are the result of professional training. Although university level training for informal adult education has been in existence since 1956, far too many professional adult educators still lack the necessary training; this situation pertains to an even higher degree to formal adult education.[8] Maroti analyses the causes for the lagging professional qualification of adult educators as (1) unwillingness among adult educators working in the field to study adult education, claiming the work experience should exempt them from study; (2) willingness on the part of the local government organs to employ untrained local residents, in preference to properly trained strangers; and (3) unwillingness on the part of trained adult educators to work in the countryside, away from Budapest and other cities.[9]

However, professionalization of the field in Hungary seems to be progressing, especially in the last few years, and the number of students of adult education is steadily increasing. In analysing the qualification needs of professional adult educators, Durko arrived at the following list: "training in sociology, knowledge and commitment to modern educational policies, familiarity with the psychology of adults, conscious recognition of the didactic and educational psychological problems of the adult education field, experience in extension education work, a dynamic personality."[10]

Overview of Professional Training

The first university training program for adult educators in Hungary was established in 1956 at the Lajos Kossuth University in Debrecen, to be followed in 1961 by a program at the Lorand Eötvös University in Budapest.

In 1957, the Institute of Popular Education prepared a national plan of pre-service training at the teacher colleges and in-service training of professionals by the Institute and of volunteers by regional cultural centres.[11]

The teacher college level programs in adult education were established in 1962 at the Teacher Training College at Szombathely and in 1963 at the Teacher Training College at Debrecen. In the late 1960's, the Central School of the Hungarian Trade Union Council established a three-year correspondence program for cultural and educational officials in the trade unions.

Since its inception in 1956, training of adult educators at the university level has gone through a long period of searching and adjustment. The main stages went from the original attempt to provide a rather theoretical, broad, encyclopedic education, through a downgrading of university training, to a new program set up in 1969 in response to the needs and in greater harmony with the requirements of the broad field. By 1971, the new program was well established and accepted both by the Ministry for Cultural Affairs and by the agencies and personnel in the field, and a new two-year correspondence program for students transferring from the teacher colleges was established.[12]

Training at the Universities

In accord with the historical development of adult education in Hungary, the university programs at first concentrated on training for the informal adult education system, but later on and especially since the 1969 re-organization of the program, the training developed a broader base, trying to meet the needs of adult educators in all corners of the field.[13]

The Adult Education Program at the Lorand Eötvös University at Budapest can be completed in five years of full-time or six years of part-time, evening and correspondence, study. The program includes the following areas of study:

First Part - Fundamentals

History of Culture

Theory of Culture

Cultural Politics

In addition to these major areas, other areas such as demography, social statistics, theory and methodology of sociology and social psychology, and aesthetics are studied.

The first part of the program ends with a comprehensive examination.

Second Part - Specialization

Theory and Methodology of Adult Education

Theory of Communications and Mass Media

Sociology of Culture and Education

> All students must pass an examination in each of the three areas of specialization, but from sixth semester on can specialize in any one of the three options.[14]

Within the Adult Education component common to all, the students are taught history of adult education, social and individual need for adult education, organization and main aspects of adult education, didactics and methodology of teaching adults, and theoretical problems and research methods. Specialization in Adult Education consists of analysis or comparative study of particular questions of the history, theory or methodology of adult education. In addition to these courses, already in the first semester the students take an Introduction to the Informal Adult Education Institutions and System, while in their last semester (tenth) they take Problems in Management and Economics of Informal Adult Education, Organizational and Leadership Theory, and Planning of Informal Adult Education.

The full-time students, who unlike the part-time students generally do not have any field experience as adult educators, have to go through a practicum arranged in two sessions of four weeks each (during summer recess) and one session of three months, involving twenty hours per week (during session, in their last year). The summer sessions have not been found too suitable due to the generally low level of activities in the field at that time and this part of the practicum may be changed to four sessions of two weeks during session.

Training at the Teacher Colleges

The teacher colleges are post-secondary institutions, but do not have university rank. During the period from 1965 to 1968, when the university training programs in adult education were temporarily suspended, the teacher colleges were the only institutions training professional adult educators in Hungary. Since 1971 graduates from the adult education training programs offered by the colleges can transfer to the two-year correspondence university program and obtain a university diploma in adult education.

The Department of Adult Education of the Teacher Training College at Debrecen offers the following subjects in its three-year, six semester program (the curriculum at first was designed by outside experts but later was revised by the college teachers to combine theory with practice arranged in a gradually increasing way):[15]

Compulsory subjects - five semesters

Marxist Philosophy and Social Science:

dialectical materialism, historical materialism and sociology, political economics, scientific socialism, and history of religion and atheism

Science of Culture:

history, theory, policy and organisation of culture, planning of adult education work

Education for Aesthetics and the Amateur Art Movement:

general, literary, theatre, film, music, fine arts and dancing

Library Science:

general, bibliography, cataloguing

Compulsory subjects - two semesters

Psychology:

general and adult

Pedagogy:

general and adult

Fundamentals of Science:

world concept of natural science, industrial and agricultural knowledge

Additional compulsory subjects

Hungarian
Foreign Languages (one or two)
Operating Audio-visual Equipment
Typing
Physical Education

Elective activities

Collecting of sociological data, organisation of adult education programs at the College and in the field, and field trips.

Practical experience is compulsory and in 1966 it consisted of visits to institutions (first and second semester), practice demonstration in the College (third semester), practice demonstration in the field (fourth and fifth semesters), and an extensive practicum during the entire sixth semester (no courses attended) which included two months in an informal adult education institution and two months in a public library.

At the end of the three-year program, students have to pass a final state examination which includes defence of a diploma thesis.

A correspondence program, with four consultation sessions in each of the three years, is available to adult educators already active in the field.

In-service Training

The provision of in-service training for both professional adult educators and volunteers in Hungary is wide-spread and varied.

The training of volunteers through the regional cultural centres, proposed in the national training plan of the Institute of Adult Education, commenced in 1958. The in-service training activities of the Budapest Cultural Centre, organized for leaders and lecturers in twenty-two large and seventy smaller houses of culture and in some two hundred extension locations throughout Budapest are a good example of the extent of this training, which is carried out in close cooperation with the Association for the

Popularization of Science.[16]

The Association for the Popularization of Science is very active in in-service training of its lecturer-members throughout Hungary. During a ten year period since 1960, the Association organized 2,000 basic training courses for its members. In 1969 it established a Methodological and Documentation Department in the national office, with training and research as its main tasks.[17]

The Institute of Popular Education organizes courses and conferences aimed primarily at staffs of the houses of culture and clubs throughout the country. Through training of trainers for local courses it also assists the regional cultural centres in their role in in-service training of volunteers.[18] In 1970, the Institute established its own residential In-Service Education Centre at Balatonalmadi.

Connection Between Training and Research

Close ties between theory building and the field have long roots in Hungary, reaching to the beginning of this century, to the Hungarian National Congress of Informal Teaching convened in 1907 to work out a "uniform, scientific system of the theory of mass education".[19]

The most recent call for close ties between training and research, between methodology of teaching and methodology of research, was issued by Karsai at an East European conference on training of adult educators, held in Hungary in November of 1971:

1. institutions training adult educators must prepare both practitioners and researchers - practitioners will have to use more and more applied research in their day-to-day work to be able to fulfill their task - training institutions must not only prepare them, but remain in touch with them as alumni and through them be in close touch with the field;

2. research findings will have to be applied to practice more dynamically, especially as far as methods and techniques of adult education

are concerned - thus it will be necessary to introduce students to concrete learning processes and to provide for adequate differentiation and specialization among adult educators;

3. research findings and reports must be disseminated through didactical means if they are to filter into practice - this corresponds to the proven dictum that teaching and research must go hand in hand;

4. students and young graduates should be assigned tasks in the research program of the training institutions.[20]

Karsai goes on to state that the cooperation between training institutions and the field, between researchers and practitioners, is not only necessary but also mutually beneficial, especially in research of adult education processes, which must be anchored firmly in practical situations. Such activity, given adequate preparation and planning, (a)intensifies professional ambitions as it allows the practitioner to look behind the scenes, (b)assists with self-evaluation tasks through work on qualificative and quantificative research, (c) provides further learning experience (through working alongside experienced researchers) applicable to daily work, (d) enables both the researcher and the practitioner to realize that each needs the assistance of the other, and (e) demonstrates to even young and recent graduates in the field that they can grow professionally in their job only through professional continuing education.[21]

Conclusions

From this description of the training provision and available data on training programs it can be concluded that professional training of adult educators working in the informal adult education system is getting well established, and that in-service training and continuing education for professionals and volunteers alike has made reasonable advances. On the other hand, specific training in techniques of teaching adults for teachers in the formal adult education system obviously is lagging behind and considerable improvement will be necessary in this important segment of the entire field. A close connection between training and research and between researchers and practitioners is seen as important and sought in daily contact.

Notes

1. A good and readily available outline of the historical roots and the modern development of adult education in Hungary can be found in the introductory chapter in Gyula Csoma, Joszef Fekete and Karoly Hercegi, *Adult Education in Hungary*, (Leiden, The Netherlands, Leidsche Onderwijsinstellingen, n.d. 1968), pp. 15-32.

2. The Hungarian Workers' Socialist Party is the Communist Party of Hungary.

3. Antal Gönyei, "Ukoly osvety v Madarsku", *Osvetova prace*, vol. 18, No. 19, (September 16, 1964), p. 334.

4. A note regarding differences in terminology is important at this place. In Hungary, the term *adult education* (felnőttneveles) includes only that part of the adult education provision which in English language would be termed *formal adult education*, while the term *popular education* or *mass education* (nepműveles) generally includes those parts of the provision referred to as *informal adult education*; however, in the Hungarian context this includes, in addition, also other activities such as out-of-school cultural and educational activities organized for children and youth, as well as mass information through the mass media. On the other hand, there is no distinction made in Hungary between 'adult education' and 'further education'.

5. The term *professional* is used throughout this article in the common Central and East European meaning, i.e. a *full-time employee* in the field with *either university or secondary level specialized training*.

6. Karoly Karsai, "Vychovny kongres a ludova osveta v Madarsku," *Osveta*, No. 6, (1969), p. 31.

7. Karoly Karsai, "O odraze skusenosti jedneho kursu v Madarsku," *Osveta*, No. 4, (1970), pp. 56-58.

8. Andor Maroti, "The Problems of Training of Adult Educators in Hungarian Universities," unpublished paper, 1972, pp. 2-4.

9. *Ibid.*, p. 4.

10. Matyas Durko, "Status and Tasks of Adult Education," *Translations on Eastern Europe: Political, Sociological, and Military Affairs*, No. 32, pp. 97-98. (Translated from Hungarian original in *Nepmüveles*, August, 1968, pp. 19-20).

11. E. Vesela, "Vzdelavani osvetovych pracovniku v Madarsku," *Osvetova prace*, vol. 13, No. 3, (February, 1959), p. 44.

12. Information on the development of the university program taken from Maroti, *op.cit.*, pp. 6-8.

13. Gyula Csoma, "An Outline Report on the State of Andragogical Theory and the Training of Andragogists in Hungary," unpublished paper, September, 1971, p. 19.

14. This outline and all following information on the program at Budapest adapted from Maroti, *op.cit.*, pp. 8-10.

15. This outline and the following information on the program at Debrecen adapted from Pál Soós, "Training Adult Educationists in Hungary," *Adult Education*, vol. 39, No. 4, (November, 1966), pp. 213-214.

16. Karl Foltinek, "Ungarn ist eine Reise wert!", *Die österreichische Volkshochschule*, No. 63, (December, 1966), p. 25.

17. Ivan Török, "O djelatnosti Drustva za populariziranje nauke u NR Madarskoj (TIT)," *Andragogija*, vol. 18, No. 1, (1971), p. 71.

18. Vesela, *op.cit.*, p. 44.

19. Csoma, *et.al.*, *Adult Education in Hungary*, *op.cit.*, p. 23.

20. Karoly Karsai, "Problemy vyskumu vzdelavacieho procesu," *Osveta*, No. 4, (1972), pp. 17-18.

21. *Ibid.*, p. 20.

THE ROLE AND TRAINING OF ADULT EDUCATORS IN POLAND

Jindra Kulich

Adequate provisions for and activity in research and in training of adult educators are of crucial importance to further development of effective adult education in any country. Adequate training provisions for adult educators in Europe, both at the professional and the volunteer level, were lacking until fairly recently. In the last few years, however, the training of adult educators increasingly has come into the centre of interest in West Europe, while it has been given considerable attention in East Europe since the end of the Second World War.[1] This paper will give an account of recent developments in the training of adult educators in Poland.

Adult Education In Poland

From Early Developments to 1944. The beginnings of modern adult education in Poland can be traced back to the turn of the eighteenth century. The character of adult education throughout

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the nineteenth century was strongly influenced by the political partition of Poland, completed in 1795 and ratified by the Congress of Vienna in 1815. Thus for more than a century, the Polish territory and the Poles have been governed over by and have been subjects of three independent empires, the Kingdom of Prussia (since 1871 the German Empire), the Austrian Empire, and the Russian Empire. Since the economic, social, political and cultural conditions of these empires varied considerably, the government of their respective part of Poland varied too and with it varied the conditions of adult education.[2]

The period between the two world wars, from the unification of Poland in 1918 to the German invasion in 1939 was marked by attempts at eradication of the high illiteracy (attempts which remained only relatively successful), cultural and political nationalism, and development of provisions for elementary adult education in an effort to upgrade the educational level of the predominantly peasant population. It is interesting to note that theoretical study and sociological research in adult education were carried out during this period.[3]

The Second World War brought about a ruthless, planned destruction of all Polish culture and education in the country once more partitioned, this time between Nazi Germany and the Soviet Union. The conditions became only worse with the German attack on the Soviet Union in 1941 and the subsequent total occupation of Poland by Germany. However, with the methodical destruction of all public and private cultural and educational institutions between 1939 and 1944, activities in these spheres of human and social needs were pursued vigorously by the widespread underground movement which encompassed almost all teachers, adult educators, university faculty and cultural leaders. Although casualties were high among these underground workers, the cultural and educational underground was successful in maintaining Polish cultural and political consciousness in the face of Nazi attempts at indoctrination.[4]

Developments After the Second World War. Adult education and broad cultural work played an important role in the difficult post-war reconstruction of the Polish society and its institutions. It is important at this point to define what is considered as adult education in post-war Poland. One of the most influential theoreticians, Kazimierz Wojciechowski, defines adult education as follows:

> As part of adult education we consider those events which are the expression of purposeful, conscious and planned andragogical activity of either short-term or long-term nature. Through this activity adult educators exert influence over working youth and adults in the intellectual, social-moral, esthetical, manual, political and physical domains.[5]

It is important to point out that this definition, in the Polish context, does include a variety of activities of libraries, museums, art galleries, theatres and other institutions, as long as these are planned consciously with an educational purpose. The intent of the institution or organization in planning the specific activity is thus the deciding factor.[6]

The magnitude of the post-war reconstruction task facing Poland in the economic, cultural and educational field can be illustrated by a few statistics. During the war, six million citizens (out of a population just short of thirty-five million) lost their lives. Thirty-eight per cent of national property and sixty-six per cent of industry were destroyed.[7] Most of the cultural and educational institutions were destroyed and many cultural workers lost their lives. The number of illiterates in 1945 was estimated at between twenty-three and twenty-five per cent.[8] By 1968 over fourteen million people were served through a rebuilt and vastly expanded net of houses of culture and other club-type institutions, while almost six million people were served by public libraries.[9] In the same year an estimated five to six million adults took part in adult education programs.[10] Illiteracy was practically wiped out.

The main tasks of cultural work in the post-war period were listed by Wojciechowski as: literacy; building up the network of public libraries; expansion of workers secondary schools; solving problems of higher education for workers; increasing the general level of culture and rationalization of the uses of leisure; and among the most recent tasks the increasing of academic and vocational qualifications of the workers, and sustained effort at increasing the quality of adult education and of self-education.[11]

The development of adult education since 1944 can be divided into three main periods.[12] In the first period, from 1944 to 1949, the main tasks were the reconstruction of the state and society, the renaissance of Polish culture in the former German territories, and the re-establishment and expansion of adult education institutions. This period is also marked by a lively discussion of the philosophical and theoretical foundations of adult education among the representatives of the liberal and the socialist and communist direction, as well as by the foundation of several journals in the broad cultural work field; among these were two journals important to adult education, *Oswiata i Kultura* (*Education and Culture*) and *Praca Oswiatowa* (*Work in Adult Education*).

The second period, from 1950 to 1956, is marked by the victory of dogmatic orthodox communist ideology in Poland, with corresponding consequences in the field of cultural work. The reconstruction of adult education institutions was completed, but further development was restrained by the excessive process of centralization and bureaucratization. In harmony with the situation in other East European countries, voluntary associations and special interest clubs were ordered to disband and journals ceased publication. Although the struggle for literacy was practically won during this period, most of the remaining adult education actitivies became propagandistic rather than educational; mass propaganda in response to immediate needs of the Polish United Workers Party (The Polish Communist Party) pushed aside systematic educational programming. This dark period came to an end with the Polish thaw of 1956 which marked the beginning of the end of the dogmatic Stalinism in East Europe.

The last, third period in the post-war development of adult education in Poland, extends from 1956 on to the present. The relative liberalization in the wake of the ideological-political changes in 1956 allowed an outburst of initiative at the local and district level and a great expansion of voluntary associations, special interest clubs, and cultural institutions. In systematic programming, elementary, secondary and vocational workers' schools were expanded and work in this area of adult education was intensified. Research activity, especially sociology, which was supressed during the previous period, was revitalized and publications in adult education increased dramatically.[13]

The development of adult education in post-war Poland was enhanced by legislation aimed at or having bearing on provisions for adult education. Among such legislation was the 1946 Decree on State and Public Libraries; the 1949 Act Regarding the Liquidation of Illiteracy; a Government Decree of 1956 charging the Ministry of Education, other ministries and the industrial enterprises with responsibility for education of employees (between the ages of 18 and 30 years) who did not complete elementary school; the 1961 Act Regarding the Development of Training and Education; the 1965 Government Resolution Regarding the Raising of Qualifications of Workers in the National Economy; and the 1970 Decree Regarding Compulsory In-Service Training of Key Personnel.

The overall provision of adult education is carried out under the supervision of the Ministry of Education and its local officials. It is carried out primarily by the school system, financed fully by the state and charged with the responsibility of academic and vocational education of adults at the elementary and secondary general and vocational levels, and by the out-of-school system, financed primarily from fees and charged with responsibility for education in the humanities, in-service training, cultural and physical recreation, hobbies and other activities. Broad cultural activities, including the work of public libraries and the houses of culture have been transferred to the Ministry of Culture and Art in 1951. Voluntary and special interest associations include clubs organized by the trade unions in factories and business concerns, the Society for the Dissemination of Knowledge

(Towarzystwo Wiedzy Powszechnej) established in 1950, the primarily urban Society of Socialist Youth (Zwiazek Mlodziezy Socjalysticznej) and the Society of Rural Youth (Zwiazek Mlodziezy Wiejskiej) formed in 1957 by division of the Society of Polish Youth (Zwiazek Mlodziezy Polskiej) into two organizations. Co-ordination of activities in adult education among these and other organizations and institutions is provided through the Commission on Adult Education (Komisje Oswiaty Doroslych) established by the Ministry of Education in 1960.

The variety of organizations and institutions in the broad field of cultural work is classified by Wojciechowski into seven networks:

(1) the network of workers' schools and courses,
(2) the network of public libraries,
(3) the network of museums,
(4) the network of people's universities,
(5) the network of club-type centres (village centres, clubs, houses of culture),
(6) the network of physical education and tourist clubs, and
(7) the network of recreation centres.[14]

In addition to these networks there is the closely related work of educational publishing houses, radio and television.

Reviewing the development of cultural work in Poland in the last twenty-five years, Cwiakowski points out the increasing professionalization and claims that the following were crucial contributing factors: (1) increase in the educational role of cultural work, (2) its mass character and integration into the socialist educational system, (3) expansion of cultural needs of the workers and the resulting necessity to form special cultural and educational institutions, and (4) systematically progressing institutionalization of cultural work within the framework of state administration as well as in other social activities.[15] At the centre of this process is the professional adult educator and cultural worker whose role in the contemporary Polish society will be discussed next.[16]

The Polish Adult Educators and Their Role

Although exact statistics about the number of adult educators active in the field at the various levels are not available, estimates in 1970 place the number of all cultural workers at 100,000,[17] and the number of professionals at 20,000.[18] This considerable number of field workers is regarded as a crucial factor in further ideological-political, economic and cultural development of the socialist state on its road to Communism.

The ideological influence and the political control exercised over all educational and cultural work by the United Workers Party (Polska Zjednoczona Partia Robotnicza) is of crucial importance in understanding the role of the adult educators in Poland. The adult educators must not only have the necessary expertise in their field, but they must be politically reliable and ideologically committed to the Party platform.[19]

The ideological-political commitment is especially demanded of the professional cultural worker whose role and tasks, according to Cwiakowski, "emanate from the social function of cultural work as well as from the total political, economical and cultural situation in the state". Cwiakowski deduces from this the following tasks for the cultural worker:

(1) to exercise influence on the formation of social consciousness of the workers in the spirit of Marxist-Leninist ideology;

(2) to stimulate, develop and satisfy many-sided cultural interests;

(3) to popularize scientific findings and art;

(4) to organize and render professional assistance in the area of individual and collective self-education;

(5) to organize and render professional assistance to individuals and groups engaged in various amateur art activities; and

(6) to organize recreation and entertainment in free time.[20]

In order to leave no doubt about the final task of all cultural work and the role of the cultural worker, Cwiakowski immediately restates this at the end of his list of tasks:

> The outlined social-professional tasks of cultural workers assist in the realization of the cultural politics of the state, and aim at the heightening of the cultural level of the workers and the further development of Socialist culture....the social-professional activity of the cultural worker has a social-political character. As a result, the cultural worker is basically a social-political activist. However, the work of the cultural worker also has a pedagogical character since its final task is to produce specific educational results.[21]

The importance of the personal example of the adult educator in influencing adults is stressed very often in East European literature. Mazurkiewicz combines this with a love for one's work as a part of the 'culture of the adult education work':

> Adult education should be carried out with positive attitude and love. One of the characteristic marks of this work is the presentation and illumination of examples. The adult educator himself should be a good example in carrying out work entrusted to him, should be a good example through a general striving to develop his own personality.[22]

In his analysis of the cultural workers, Golaszewski came up with the following list of required attitudes and skills, which will serve as a further example of Polish perception of the cultural worker:

(1) Consideration for both individual and social cultural needs;

(2) political commitment;

(3) commitment to the cause of socialist culture;

(4) resolution to realize the cultural needs of individuals and of society;

(5) high personal moral standard serving as a social example;

(6) high intellectual standard and commitment to continuous learning;

(7) ability to deal with people;

(8) high standard of social consciousness;

(9) wide general interest as well as knowledge in depth of a specific scientific discipline or art form;

(10) organizational skills; and

(11) stance of an educator.[23]

It is interesting that Golaszewski also compiled a list of negative attitudes, harmful to adult education, which he found among the subjects in his study: (a) consideration for oneself in the first place, (b) dissatisfaction with own work and with work of colleagues, (c) superiority complex, (d) extreme reliance on 'practicism' and negation of theory, (e) theorizing without adequate relationship to practice, (f) extensive reliance on own work, (g) distrust of others, (h) inertia in work, and (i) careerism.[24]

Some of the negative attitudes found by Golaszewski may be understood against the background of the relatively low social position of cultural workers and the high fluctuation among them, found throughout East Europe. In spite of the importance ascribed for many years by the Party to cultural work, Wojciechowski states as late as 1969 that the estimated 100,000 cultural workers do not have adequate social status and do not form a cohesive social unit; in view of their social position, Wojciechowski claims that they do not have any strong influence on public opinion in matters of culture and that society does not take sufficiently into consideration their opinion in the formation of cultural policies and in practical cultural-educational matters.[25]

Golaszewski contributed considerably to drawing up the profile of the Polish cultural worker.[26] Some of his findings were cited already. Among other findings is the profile of 105 directors of adult education institutions with respect to age, education, party membership, length of employment in cultural work, and previous employment:

Age

Of the 105 respondents, one was below 20 years of age, 19 were in the 20-29 year category, 26 were between 30 and 39 years, 37 were between

40 and 50 years, and 22 were over 50 years old. Golaszewski points out the importance of the age factor in terms of maturity on one hand and senility on the other. He found age to have influence on how the participants and the community regard the director; optimum age was found to be between 30 and 50 years.[27]

Education

Eighteen of the respondents had only elementary schooling, 59 completed secondary schooling and 28 of the 105 directors had a least some post-secondary schooling. Golaszewski found that directors with higher education were able to function much better, but stayed a relatively short time in their position. Attitude toward the need for higher education was found changing positively.[28]

Party Membership

A significant majority of the 105 directors (78) were members of the United Workers Party, while 17 were members of the United Peasant Party and 10 had no political party affiliation.[29]

Length of Employment in Cultural Work

Sixteen of the respondents were employed in cultural work less than three years, 44 were employed in such work between three and five years, and 45 were thus employed for more than five years. This reflects the requirement of two to eight years of experience in cultural work to qualify for the position, depending on the category of the institution. However, Golaszewski found in his study that not all cultural workers with sufficient years of experience in the field have the necessary skills and personality to do the director's job.[30]

Previous Employment

Almost half of the directors (47) were former teachers, 21 came from other cultural activities, 19 were former party or trade union officials and 18 came from other occupations.[31]

On the basis of his study Golaszewski also devised a nomenclature of professional cultural workers according to their function:

(1) Cultural worker in public administration bodies and in social-political mass organizations. Functions: administration of cultural policy; co-ordination of adult education and

cultural work; control of activities of cultural institutions.

(2) Director of cultural institutions. Functions: responsibility for overall program of the institution; selection, direction and supervision of staff; securing of ways and means of carrying out the program of the institution.

(3) Teacher in schools for adults. Functions: to teach at the basic, elementary and secondary levels. (Only a few of these teachers are full-time teachers of adults, most are regular school teachers engaged to teach night school.)

(4) Librarian. Functions: making printed materials more accessible; educational and counselling contact with readers.

(5) Lecturer. Functions: popularization of science in their own specialized field.

(6) Instructor of amateur ensembles. Functions: range from consultation to amateur ensembles, to direction of productions.

(7) Leader of special interest groups (study circles, hobby clubs, amateur ensembles and others). Functions: usually to inspire and establish the group and to co-ordinate its activities.

(8) Cultural work consultant. Functions: orientation about cultural policy, developments in art and science, and adult education theory and research; visitations of adult education and cultural programs and institutions; preparation of bibliographies; organization of conferences for cultural workers.

(9) Specialist consultant. Functions: consultation to institutions and special interest groups on specific problems in their field of speciality in science or art.

(10) Instructor-organizer. Functions: liaison between special interest groups and the home base institution; preparation of the work-program with the group; creating conditions favourable to the activities of the groups.[32]

It should be evident that the professional cultural workers in the variety of positions and functions outlined by Golaszewski require adequate training appropriate for their level of work.

However, Skonka claims that although it is difficult to estimate the actual number involved, due to the rapid expansion of the field many professional adult educators lack appropriate training in adult education and even lack pedagogical training, and thus adult education is carried out by devoted and enthused, but ill-prepared amateurs in professional positions.[33] Wojciechowski states that the qualifications of cultural workers are insufficient and deplores the lack of demand on the part of agencies and institutions for training in cultural work as a condition of employment; he sees as one of the reasons the general shortage of university-trained cultural workers and points out that according to a projection prepared in 1968 the field can absorb 1,000 university graduates in cultural work annually for years to come.[34] Skonka attacks the rationalizations, made in view of the unsatisfactory professional qualifications, that required knowledge and skills in adult education can be acquired in practice, through trial and error, and not only through systematic study; he stresses that the science of education has to be studied in an organized way in its theory which then has to be practiced to acquire the necessary skills.[35]

With the increasing need and demands for adequate training, illustrated in the preceding paragraphs, it would be appropriate to examine next the provisions for training.

Overview of Training Provisions

A two year postgraduate program for the training of adult educators and social workers was already established at the Free University of Warsaw sometime between the two world wars. During the same period, the Institute of Adult Education at Warsaw provided in-service training and consultation to part-time adult educators and volunteers, as did the Central Library of Adult Education of the Ministry of Education.[36]

Training provisions established after the Second World War were abolished during the early 1950's when ideological propagandizing replaced research and systematic study in social sciences.

With the general ideological-political thaw after 1956, training provisions at all levels were re-established and grew rapidly. By 1968 provisions for pre-service and in-service training at the secondary technical, the undergraduate and the graduate university levels, expanded to contain major elements of a national training system.

In view of the close connection between the Polish planned national economy and planned educational and training provisions, the training provisions for cultural workers are closely related to qualifications for the various positions prescribed by the authorities. The qualifications currently prescribed distinguish training at three levels as follows:

(1) Graduate university level.[37]

As training at this level is accepted:

(a) masters degree with major or minor in adult education; or

(b) masters degree in sociology, pedagogy, psychology, philosophy, history, ethnography and art; or

(c) masters degree in other field, supplemented by the State Extra-Mural Program in Adult Education and Cultural Work, or qualification course at the third level.

(2) Undergraduate higher education level.[38]

As training at this level is accepted:

(a) graduation from an art academy or other institution designated by the Ministry of Culture and Art; or

(b) secondary school graduation supplemented by the State Extra-Mural Program in Adult Education and Cultural Work, or qualification course at the third level; or

(c) graduation from a teachers college.

(3) Secondary vocational level.

As training at this level is accepted:

(a) graduation from pedagogical secondary school or art secondary school; or

(b) graduation from a general secondary school, supplemented by State Study Program in Adult Education and Librarianship, or by qualification course at the second level.[39]

Training at all three levels is provided as full-time study for those who wish to enter the field of cultural work and as part-time extra-mural study for cultural workers already employed in the field who do not have all of the prescribed academic qualifications. According to Garstecki, some 10,000 persons were enrolled in 1968 in study leading to qualification in cultural work; of these, 500 were enrolled in graduate university level programs, 1,400 were enrolled in undergraduate higher education level programs, and 350 were enrolled in secondary vocational level programs, all with a minor or major in cultural work, while some additional 8,000 were enrolled in university masters programs with a major in pedagogy, sociology, philosophy, philology, history and ethnography and a minor in cultural work.[40] The next two sections of this paper will examine more closely the training provisions for professional adult educators.

Training at the Higher Education Level

During the early post-war reconstruction of higher education in Poland, departments whose main or partial task was the study of adult education were established at the universities of Warsaw, Cracow and Lodz in 1946; chairs of adult education were abolished in 1950, casualties of the dogmatic period of the early 1950's. A token study of adult education was re-established in the Department of Pedagogy at the Warsaw University in 1952, to be absorbed by the Department of Social Pedagogy in 1956. A chair of adult education, re-established in the Department of Pedagogy at the Cracow University in 1955, was reorganized in the following year to form a Department of Culture and Adult Education. In 1957 the University of Warsaw re-established a separate Department of Theory of Adult Education and during the late fifties and early sixties other institutions of higher education established Departments of Culture and Adult Education.

By 1966 the universities at Cracow, Lodz, Poznan, Warsaw and Wroclaw offered masters degree programs with adult education as a minor or major to prepare field workers for cultural work and adult education. Eligible for admission are masters degree candidates enrolled in any academic department of the university who are in their fifth semester, as well as cultural workers in the field who already have a masters degree in any discipline. The cultural work and adult education minor program covers four semesters (a total of 280 contact hours). Candidates for masters degree in other disciplines must enroll as full-time students, taking cultural work and adult education courses along with courses in their major, while field workers with a masters degree in another discipline attend only cultural work and adult education courses as part-time extra-mural students.[41] The universities also offer a Master of Education degree and a Ph.D. with major in adult education.

The Department of Theory of Adult Education of the Warsaw University, as it was reorganized in 1957, became the most prolific and important Polish research and training centre for adult education. The department is staffed by one full professor, three associate professors and one assistant professor. During the eleven year period from 1957 to 1968 the department graduated 163 masters degree candidates and 9 Ph.D. candidates. The doctoral dissertations covered didactics of adult education (3), social-ethical education (2), vocational pedagogy (2), and adult reading (2).[42]

Agricultural extension agents are trained in the Department of Theory and Organization of Agricultural Extension in the Central School for Agricultural Science at Warsaw. The central task of the department is both research and training, with special emphasis on dissemination of information and construction of principles of methodology for all forms of agricultural extension and rural adult education. The School offers a masters program leading to Master of Engineering in Agriculture (Agricultural

Extension) and a doctoral program. During the period between 1963 and 1968, 42 masters degrees and 2 doctorates in agricultural extension were awarded by the School. In the school year 1969-70 a new graduate diploma course for agricultural extension agents, already engaged in the field, was introduced.[43]

Most of the teachers colleges also offer minors and majors in adult education. Among these, the Higher School of Pedagogy at Cracow trains primarily teachers for all levels of schools for adults; the didactics of teaching adults are in the centre of its concern.

The foregoing account seems to indicate that provisions for training in adult education at the higher education level in Poland are reasonably well developed and are still in the process of expansion and adjustment to expressed needs of the field. The next part of this paper will take a look at training at the secondary level.

Training at the Secondary Level

As early as 1947-48 the Ministry of Education organized a State Course for Teachers in Adult Education and Cultural Work, but this course too was discontinued during the early 1950's. The Society for the Dissemination of Knowledge established in 1958 a very successful two year correspondence course in didactics for its many lecturers; this course has been subsequently accredited and co-sponsored by the Ministry of Culture and Art.

During the 1960's the Ministry of Culture and Art has established a State Study Program in Cultural Work and Librarianship. The two year full-time program has two streams, the cultural work stream and the librarianship stream, although a designated training centre may choose to offer only one of the streams. Thus far such training centres were established at Wroclaw (1960), Lodz (1961) and Warsaw (1969). Admission requirements include secondary school completion, passing of entrance examination, good health, and acceptable moral standard.[44]

Applicants must not be older than thirty years. Given equal entrance examination results, preference is given to applicants who are in a responsible position in cultural work or library.[45] The program at the Warsaw centre, which offers both streams, has the following curriculum:

Cultural Work Stream

First Year:	propaedeutics of philosophy; basic problems of the history of science; pedagogy; psychology; esthetical education (music, creative arts, film, theatre); and Polish and world literature.
Second Year:	history of cultural work; methodology of cultural work; practicum.

Library Stream

First Year:	same as Cultural Work Stream.
Second Year:	library science; library organization; bibliographic work; dissemination of technical information; and work with the reader.[46]

In 1967 the Ministry of Culture and Art established a State Extra-mural Study Program in Adult Education and Cultural Work to upgrade cultural workers already employed in the field but with insufficient qualifications. Admission requirements include secondary school completion and passing of entrance examination. The program is under the direct control of the Ministry but the actual teaching is carried out throughout the country in the Regional Methodological Consultation Centres which have been delegated the responsibility for organizing training at the regional level. The thirty month program (five semesters) starts with a three week full-time introductory course; a series of three day seminars are interspersed throughout the program. Candidates must pass an examination and submit written work in each semester. A diploma is awarded to candidates who have successfully passed all semesters, have passed a final examination, and had their diploma thesis accepted.[47]

To upgrade cultural workers who did not complete secondary school, the Ministry of Culture and Art established a State

Vocational Course for Cultural Workers, carried out in conjunction with the State Extra-mural Study Program in Adult Education and Cultural Work. To this course are admitted meritorious cultural workers with incomplete secondary schooling who are thirty-five years of age or older (exceptionally, thirty years and older workers are accepted) and who have at least five years of successful experience in paid or voluntary cultural work. The course is eighteen months long (three semesters) and consists of independent study complemented by two day seminars held once a month at the Regional Methodological Consultation Centres. Participants must pass semester and final examinations to qualify for the certificate.[48] In addition to the State Vocational Course for Cultural Workers, a variety of full-time and part-time qualification and upgrading courses is offered at the secondary general and secondary technical levels by regional and district houses of culture, the People's Institute of Arts, and the Central Consultation Centre for Amateur Art (CPARA).[49]

The latest development in the secondary level training of cultural workers is a one year qualification course which is to supplement vocational-technical specialization introduced into general secondary schools in 1970. Such a full-time course was introduced for example into the program of the People's University at Radawnicy, starting in the summer of 1970. The course is open to secondary school graduates who are eighteen years or older, with preference given to those already active as volunteers in cultural work. The course concentrates on organization of cultural work with sessions on sociology, psychology, pedagogy, science of culture, organization of work, and overview of social, political and cultural problems. Graduates of the course will be qualified for employment as administrators and organizers in club houses, village centres, cultural centres and houses of culture.[50]

It seems that provisions for training of adult educators at the secondary technical level also are relatively well developed and are still expanding. However, adult educators, (like all other vocations and professions), once trained and qualified need continuous updating. Provisions for in-service training will therefore be examined next.

In-Service Training

In-service training of cultural workers in Poland is carried out by many government agencies as well as by many voluntary organizations.

At the government agency level this training is carried out for three categories of professional cultural workers: for staffs of regional institutions and organizations by the Central Consultation Centre for Amateur Art (CPARA); for staffs of district institutions and organizations by the Regional Houses of Culture; and for directors of basic local institutions by the District Houses of Culture.[51]

The in-service training programs of the Warsaw City House of Culture can be taken as an example of activities at the government agency level. The Warsaw City House of Culture has been organizing these programs since the late 1950's for cultural workers employed in Warsaw communal institutions. In 1964 these programs were opened to cultural workers in all institutions and organizations. The main stated aims of the in-service training are: heightening of ideological-political consciousness; continuous updating in pedagogy, psychology and sociology; and continuous updating in methodology of cultural work. The program is designed for three basic categories of cultural workers: officials and administrators; club and cultural centre organizers; and instructors.[52]

Among the voluntary organizations, the Society for the Dissemination of Knowledge is very active in in-service training. Thus for example the Lodz branch of the Society uses the following means of in-service training for its lecturers: conferences on techniques of lecturing (including practice and critique, and lectures on techniques); consultations and inspection with individual discussion or group consultation on questions of techniques; competitions for best lecture in the branch.[53] The Warsaw Branch of the Society introduced in 1967-68 a systematic in-service training program in two streams, adult education and general cultural work. The sessions are held once a week during the winter. The topics in the adult education stream sessions include pedagogy, psychology, sociology, philosophy, social work, organization of adult education and others; faculty from the Warsaw University instruct these sessions. Among participants are officials of the Warsaw School Inspectorate, teachers of adults, and adult educators employed in out-of-school informal programs.[54] In an effort to increase the quality of the work of the Society, the Central Committee presented in 1969 a plan for an in-service training system which would provide the skills of popularization of science in their ideological, scientific and methodological aspects. Such training would be compulsory for all lecturers, consultants and administrators active in the Society.[55]

Within the last few years graduates of professional training programs in adult education are forming alumni groups. The first of these seems to be the Alumni Circle formed in 1967 by graduates of the Warsaw University. The circle grew out of the perceived need of the graduating students in that year to keep in contact with their professors and with each other, to be in touch with research in adult education, and to exchange experience. Graduates at Gdansk, Katowice and other institutions also are reported to have formed alumni groups, and the Warsaw Alumni Circle is trying to get contact with these groups and to form a federation of alumni circles of adult educators.[56]

Self-education and independent study have a long tradition in Central and East Europe. Many Polish writers stress the necessity of the cultural worker providing a good example of a motivated self-learner and claim that independent study is one of the most important methods of professional continuing education of the cultural worker. Maziarz, among others, develops this theme. Maziarz claims that all forms of professional continuing education should be based on the factor of self-education in the fields of pedagogy, sociology, own field of specialization, methodology, and individual interests. However, self-education can be effective only if it is systematical and planned; therefore, the cultural worker needs outside help. According to Maziarz the best help to the self-learning cultural worker can be provided by the Regional Houses of Culture and other institutions in the form of consultation and guidance.[57]

There are indications that the combination of ongoing self-education and in-service training programs are beginning to be taken seriously in Poland and it will be worthwhile for adult educators elsewhere to observe further development in this crucial area of adult education.

The preceding four sections of this paper have outlined provisions for training and continuing education of adult educators. However, successful and effective training of adult educators at all levels must be based on a body of knowledge assembled through empirical research as well as through conceptualization and theory building. This important background will be discussed in the next section of this paper.

Theory Building and Research

Theory building and conceptualization in adult education in Poland can be traced back to the period between the two world wars when the Free University of Warsaw and the Institute of Adult Education conducted primarily methodological and historical studies. The Second World War interrupted the first promising steps in research. After the Second World War theory building and research activity increased significantly, but were temporarily arrested by the ideological dogmatism of the early 1950's, only to come forth with new strength after 1956.[58] Institutions and journals abolished around 1950 were being renewed and by 1969 research in adult education was carried out and reported by the universities at Katowice, Krakow, Lodz, Poznan, Warsaw and Wroclaw, by the higher schools of pedagogy at Gdansk, Krakow and Opol, by the higher agricultural schools at Lublin, Olsztyn and Warsaw, and by the Pedagogical Institute at Warsaw.[59]

In 1969 Wojciechowski reviewed the most important literature published since 1944, demonstrating the vigour and breadth of publishing in the late 1940's, renewed after 1956. The following topics are well represented in the literature: general education of adults; vocational education of adults; leisure, free time and participation; adult reading; film in adult education; tourism; amateur art and music; self-education; and history of adult education.[60] Urbanczyk reviewed and classified the post-war development of research and conceptualization during the period 1944-1964 as reflected in the literature:

Historical:	developed considerably during the period 1949-1956 and was carried on.
Psychological:	developed from late 1950's on; most important studies published were Szewczuk's *Adult Psychology* (1959) and Renttow's *Adult Illiterate Learning* (1957).
Sociological:	none published 1944-1964 due to suppression of sociology in the early 1950's; after 1956 a number of studies on interests of sub-groups of population and on uses of leisure.
Theoretical:	several volumes of readings in theory of adult education were published, among these *Education and Cultural Activities of Adults* (1958), and *Adult Pedagogy* (1962), both edited by Wojciechowski.
Didactical:	most active field of publication, too numerous to single out any title. (However, it is interesting to note that a Polish edition of Thorndike's *Adult Learning* was published in 1950.)[61]

The controversy about the place of the discipline of adult education among social sciences is very lively in Poland as it is elsewhere in Europe. The main positions are: (1) andragogy (the discipline of adult education) considered a sub-discipline of pedagogy (Wachowski); (2) andragogy considered a separate discipline independent of pedagogy (Siemienski); (3) pedagogy and andragogy as two sub-disciplines of the overall science of education (Urbanczyk); and (4) a symbiosis of pedagogy and andragogy (Turos and Wojciechowski).[62]

Wojciechowski divides andragogy into three main components: (1) theory of education of adults (with further subdivision into industrial andragogy, rural andragogy, and gerontology); (2) didactics of teaching adults; and (3) history of theory and practice of adult education. As a derivative discipline andragogy draws on findings from developmental and educational psychology, sociology of culture, philosophy, ethics, political economics, hygiene, demography and history.[63]

In a first attempt in Poland at an overview and synthesis of andragogy, published in 1969, Turos rejects both the concept of andragogy as a hand maiden of pedagogy and the concept of andragogy as completely separate and independent from pedagogy; he stresses the generic and historical common roots of pedagogy and andragogy and theorizes that andragogy must build upon pedagogy in the way in which the adult grows out of and builds upon his childhood.[64]

It seems appropriate to close this brief overview of theory building and research activity in Poland with a summary of a reader assessment of the current state and further development of andragogy during 1966-1985, conducted by the journal Oswiata Doroslych throughout 1968. Respondents commended the development of theory building and research, pointing out the leading position and influence of Polish andragogy on adult education in other East European countries. They also listed deficiencies in research coverage and enumerated needs for expansion of research in the areas of training and upgrading of adult educators, development of theoretical and methodological foundations of the pedagogy of work, study of new ways and means of popularization of science, and broadly based comparative research. Need for new research areas to be introduced, also mentioned by the respondents, included economics of adult education, didactics of higher adult education, educational technology, and broad complex research into dissemination of culture in socialist countries. In questions of methodology the respondents requested that more attention be given to empirical research, to the broadening of the theoretical basis of andragogical research, and to interdisciplinary research. In terms of organization the respondents demanded the establishment of a central Institute for Adult Education as a research and documentation centre and proposed the establishment of a professional andragogical society.[65] Unfortunately neither the institute nor the andragogical society have yet been established.

Conclusions

The post-war development of adult education in Poland was significantly influenced by the farreaching social, ideological-political and economic changes which have transformed the state and to a large degree the society. The role of the Polish adult educator must be seen in this context, and the influence and control of the Communist Party (the United Workers Party) must be remembered, to understand the advances and recessions in training and research.

After the temporary setback during the early 1950's, training provisions at both the higher education and the secondary education level have been steadily expanding, although several critics point out that these provisions are still unco-ordinated, unrelated, insufficient and without a long-term goal and implementation plan.[66] Similarly, provisions for in-service training are expanding, especially during the last few years, although critics claim that such provisions are not sufficient as they are infrequent, incidental and often one-sided.[67]

Theory building and research seem to be advancing well since restrictions on these activities were largely removed following the relative ideological liberalization in 1956. As in other countries, critics point out the lack of research in specific areas of adult education and the lack of an overall plan and co-ordination.[68] The unheeded demands for the re-establishment of the Institute of Adult Education as a national research centre can serve as a partial measure of the attitude of the Communist Party and the state authorities towards research needs in adult education.[69] The inability of professional adult educators in Poland to form a professional organization in spite of recurring calls for the establishment of a Polish Society of Adult Educators may be taken as an indication of the lack of identification on the part of many persons active in the field, with their colleagues and with adult education.[70]

The further development of adult education institutions and organizations, of training provisions for professional adult educators and volunteers, and of theory building and research, will to a significant degree be determined by the overall ideological-political climate in Poland and in the other East European states. Given a period of relative stability and ideological relaxation, research activity is likely to expand and will begin to bear fruit both in the training of adult educators and in the further development of adult education in Poland.

Footnotes

1. Provisions for training both professional adult educators and volunteers at all levels are well developed in most East European countries. Unfortunately, very little is known about these programs, even in the neighbouring countries, and only very few accounts are available in English. Among these are: Jindra Kulich, The Role and Training of Adult Educators in Czechoslovakia (Vancouver, Faculty of Education and Department of University Extension, The University of British Columbia, 1967); Dusan M. Savicevic, The System of Adult Education in Yugoslavia (Notes and Essays Series, No. 59; Syracuse, University College, Syracuse University, 1968) which contains a very useful chapter on the training of adult educators; and Jindra Kulich, Training of Adult Educators in East Germany (Occasional Papers in Continuing Education, No. 4; Vancouver, Department of University Extension, The University of British Columbia, 1969).

2. The only comprehensive account of the development of adult education in Poland, available in English, is Adult Education in Poland during the Nineteenth and Twentieth Centuries, by Antoni Wojcicky, a doctoral dissertation published by the author at Cambridge, Massachusetts, in 1951; the study covers

developments up to 1948. Only a few scattered articles cover developments in Polish adult education since that time.

3. For a brief outline of these activities see Wojcicky, *op. cit.*, pp. 57-58.

4. For an account of this successful struggle against Nazi cultural and educational domination see Wojcicky, *op. cit.*, pp. 75-87.

5. Kazimierz Wojciechowski, *Wychowanie Doroslych*, Wroclaw, Zaklad Narodowy Imienia Ossolinskich, 1966, p. 36.

6. The Polish term *praca kulturalno-oswiatowa* does not coincide exactly with the term *adult education* as it is commonly understood in North America, since it does include broad activities of a variety of cultural, political and physical education organizations and associations. Inasmuch as it was possible to distinguish the activities discussed, the term *adult education* is used throughout this paper in the narrower sense for such activities as would be so termed in North America, while the term *cultural work* is used for the broader field when the finer distinction was not possible (this term *does include adult education*). Similarly, the term *adult educator* is used to refer to those active in the narrower field of adult education, while the term *cultural worker* is used to cover those engaged in the broader field (thus it *does include adult educators*). Recently, the term *wychowa doroslych* (literally education of adults) is gaining acceptance in Poland to denote *adult education* in the narrower sense.

7. Kazimierz Wojciechowski, "Stvrtstorocie Osvetovej Prace v Ludowom Polsku," *Osveta: Casopis pre Otazky Mimoskolskej Vychovy*, No. 1, (1970), p. 43.

8. *Ibid.*, p. 44.

9. Zygmunt Garstecki, "Ksztalcenie i Doskonalenie Kadr Kulturalno-Oswiatowych," *Oswiata Doroslych*, vol. 13, No. 1, (1969), p. 2.

10. Leszek Skonka, "Przygotowanie Andragogiczne Pracownikow Oswiaty," *Naucziciel i Wychowanie*, No. 2, (March-April, 1968), p. 60.

11. Wojciechowski, *op. cit.*, No. 2, (1970), p. 19.

12. The periodization of post-war development of cultural work has been outlined, among others, by Ryszard Wroczynski, "Oswiata Doroslych w Okresie Dwudziestolecia Polski Ludowej," *Kwartalnik Pedagogiczny*, vol. 9, No. 1, (1964), pp. 68-92

and by Kazimierz Wojciechowski, "Oswiata Doroslych w XX-leciu Polski Ludowej," *Oswiata Doroslych*, vol. 8, No. 3, (1964), pp. 113-119, No. 4, (1964), pp. 178-187, and No. 5, (1964), pp. 242-251.

13. The reader has to keep in mind that in spite of the liberalization following 1956, which also had its fluctuations, and the increasing professionalization and research basis for adult education, the ultimate ideological and political control of adult education is vested in the United Workers Party, (the Polish Communist Party), although seemingly not in such a flagrant way as is the case in East Germany and Czechoslovakia.

14. Wojciechowski, in *Osveta*, *op. cit.*, No. 1, (1970), p. 45.

15. Marek Cwiakowski, "O Sociologii Povolania Osvetoveho Pracovnika," *Osveta: Casopis pre Otazky Mimoskolskej Vychovy*, No. 1, (1970), p. 15.

16. The term *professional* is used throughout this study in the common Central and East European meaning, i.e., a *full-time employee* in the field with *either university or secondary level specialized training*.

17. Wojciechowski, in *Osveta*, *op. cit.*, No. 2, p. 19.

18. Cwiakowski, *op. cit.*, p. 15.

19. It is interesting to note, however, that in a survey of directors of adult education institutions throughout Poland conducted in 1961, almost 10 per cent, or 10 of the 105 directors had no party affiliation and just over 16 per cent, or 17 of the directors were members of the peasant party. Tadeusz Golaszewski, *Pracownik Kultury: Osobowosc, Rola Spoleczna, Klasyfikacja*, Warszawa, Wydawnictwo Zwiazkowe, 1961, p. 55.

20. Cwiakowski, *op. cit.*, p. 16.

21. *Loc. cit.*

22. E. Mazurkiewicz, "Kultura Prace Osvetovych Pracovnikov," *Osvetova Prace*, vol. 17, No. 16, (1963), p. 316.

23. Golaszewski, *op. cit.*, pp. 144-160.

24. *Ibid.*, pp. 161-164.

25. Kazimierz Wojciechowski, "Cwiercwiecze Oswiaty Doroslych w PRL: Dorobek i Widoky Dalszego Rozwoju," *Oswiata Doroslych*, vol. 13, No. 8, (1969), p. 462.

26. His study, Pracownik Kultury: Osobowosc, Rola Spoleczna, Klasyfikacja (The Cultural Worker: Personality, Social Role, Classification), *op. cit.*, has been carried out over several years during the late 1950's in a form of detailed study of one specific institution in Warsaw and a broad study of 100 cultural workers in all parts of Poland. For the purposes of his study Golaszewski defined cultural workers as either cultural-educational workers (adult educators) or cultural-artistic workers. Librarians and teachers in schools for adults were excluded from this study.

27. Golaszewski, *op. cit.*, pp. 52-53.

28. *Ibid.*, pp. 53-54.

29. *Ibid.*, p. 55.

30. *Ibid.*, pp. 56-57.

31. *Ibid.*, p. 57.

32. *Ibid.*, pp. 16-24.

33. Skonka, *op. cit.*, p. 63. This situation is not confined to Poland; rather, it seems to be a world-wide problem of adult education, evident even in North America which has the widest provision of training opportunities for adult educators.

34. Wojciechowski, "Cwiercwiecze Oswiaty Doroslych...," *op. cit.*, p. 462.

35. Skonka, *op. cit.*, p. 63.

36. Wojcicky, *Adult Education in Poland...*, p. 58.

37. The Polish term refers to "complete higher education" (wyksztalceni wyzsze pelne). This term designates completion of a masters program.

38. The Polish term refers to "incomplete higher education" (wyksztalceni nepelne wyzsze). This term designates higher education below the masters level (bachelors degrees were recently abolished in Poland).

39. Adapted from a summary of qualification requirements prepared by Stanislaw Trandziuk, in *Podstawy Prawne Dzialalnosci Kulturalno-Oswiatowej*, Warszawa, Wydawnictwo Zwiazkowe CRZZ, 1969, p. 79.

40. Garstecki, *op. cit.*, p. 3.

41. Adapted from Trandziuk, op. cit., p. 176.

42. Kazimierz Wojciechowski, "O Pracy Naukowo-badawczej Samodzielnego Zakladu Teorii Oswiaty Doroslych na Uniwersytecie Warszawskim," Oswiata Doroslych, vol. 13, No. 3, (1969), p. 167.

43. Adapted from Czeslaw Maziarz, "Z Prac Biezacych Katedry Teorii i Organizacji Pozaszkolnej Oswiaty Rolniczej SGGW," Oswiata Doroslych, vol. 13, No. 5, (1969), pp. 295-297.

44. The criteria for assessing "acceptable moral standard" are not defined in the regulations.

45. Trandziuk, op. cit., pp. 176-177.

46. Eugeniusz Drozdowsky, "Nowe Studium Kulturalno-Oswiatowe i Bibliotekarskie," Oswiata Doroslych, vol. 14, No. 8, (1970), p. 502.

47. Trandziuk, op. cit., pp. 177-178.

48. Ibid., p. 180.

49. Ibid., pp. 181-184.

50. A.G., "Roczny Kurs Kwalifikacyjny," Kultura i Zycie, No. 5, (1970), p. 31.

51. Garstecki, op. cit., p. 3.

52. Maria Roerichowa, "Doskonalenie Pracownikow Kulturalno-Oswiatowych w Warszawie," Oswiata Doroslych, vol. 9, No. 8, (1965), pp. 401-403.

53. Marian Grochocinski, "Doskonalenie Oswiatowcow TWP," Oswiata Doroslych, vol. 14, No. 6, (1970), pp. 323-325.

54. Wieslaw Pasieka, "Z Dzialnosci Stolecznego Uniwersytetu Powszechnego TWP: Studium Oswiaty Doroslych," Oswiata Doroslych, vol. 12, No. 3, (1968), pp. 174-175.

55. Grochocinski, op. cit., pp. 325-326.

56. A letter from Jozef Jasklowski to Kultura i Zycie, No. 6, (1970), p. 28.

57. Czeslaw Maziarz, "Pracownicy Kulturalno-Oswiatowy," in Podstawowe Zagadnienia Pracy Kulturalno-Oswiatowej edited by Roman Rutkowski, Warszawa, Wydawnictwo Zwiazkowe, 1961, pp. 239-241.

58. Poland was the first East European country under Soviet

influence to reinstate sociological and psychological research after 1956 and for years kept its leadership position in these disciplines among East European countries. It is interesting that, as so often is the case during a period of darkness, during the dogmatic period of the early 1950's when empirical research was suppressed, historical research thrived.

59. Wojciechowski, "O Pracy Naukowo-badawczej..." op. cit., p.167.

60. Kazimierz Wojciechowski, "Pedagogika Doroslych v Polsce Ludowej," Oswiata Doroslych, vol. 13, No. 6, (1969), pp. 323-329.

61. Franciszsek Urbanczyk, "Pedagogika Doroslych w XX-leciu," Oswiata Doroslych, vol. 8, No. 5 and 6, (1964), pp. 229-235 and pp. 287-295. Thorndike's book was published under the title Uczenie sie Doroslych, Warszawa, Naukowe Towarzystwo Pedagogiczne, 1950. Urbanczyk could not list another important book as it was not published until 1966: K. Wojciechowski, Wychowanie Doroslych, Wroclaw, Zaklad Narodowy Imienia Ossolinskich, 1966, 593 pp.

62. Kazimierz Wojciechowski, "Czym jest Andragogika," Oswiata Doroslych, vol. 14, No. 3, (1970), pp. 152-155.

63. Ibid., p. 154.

64. Lucjan Turos, Przedmiot, Problematyka i Metody Badan Andragogiki, Warszawa, Wydawnictwo Universytetu Warszawskiego, 1969, 100 pp.

65. Czeslaw Maziarz, "Ankieta w Sprawie Rozwoju Andragogiki w l. 1966-1985," Oswiata Doroslych, vol. 13, No. 3, (1969), pp. 138-143.

66. Thus for example Aleksander points out that although school teachers bear a considerable load of local cultural work, especially in rural areas, teacher colleges and universities do very little to prepare them for this task (Tadeusz Aleksander, "Ksztalcenie Pracowikow Kulturalno-Oswiatowych w Liceach Pedagogicznych i Studiach Nauczycielskych," Oswiata Doroslych, vol. 10, No. 2, (1966), pp. 105-109); Skonka levels similar charges against institutes of technology, engineering colleges and agricultural colleges, while he also claims that the number of present graduates in adult education is very small and that the graduates are not utilized to the best advantage in the field (Skonka, op. cit., pp. 64-65); and Jakubowski criticizes the present multiplicity of training provisions which are totally unrelated both in terms of organization and in terms of method and content, and proposes the establishment of an

integrated nation-wide system of full-time and part-time training (Feliks Jakubowski, "O Nowy System Ksztalcenia Pracowikow Kultury," Oswiata Doroslych, vol. 14, No. 8, (1970), pp. 449-455). Such or similar charges of course could be leveled against training provisions for adult educators in almost all countries where such provisions exist.

67. Thus for example Grochocinski, op. cit., p. 327.

68. Thus for example Jakubowski, op. cit., p. 449; Wojciechowski, "Cwiercwiecze Oswiaty Doroslych...," op. cit., p. 458; and Czeslaw Maziarz, "Prace Naukowo-Badawcze w Dziedzinie Oswiaty Doroslych w Katedrach i Zakladach Szkol Wyzszych w Polsce w Latach 1968-1970," Oswiata Doroslych, vol. 14, No. 9, (1970), pp. 535-539. It is interesting to note that even in East Europe with the predominant planned economy, Czechoslovakia is the only country with a comprehensive State Research Plan for adult education.

69. Such an institute existed in pre-war Poland and was restored after the war only to be disbanded again during the dogmatic period of the early 1950's.

70. This problem of identification with adult education is not restricted to Poland and can be found in most countries. The only country in East Europe with strong and functioning professional societies of adult educators, at both the state and the federal levels, is Yugoslavia.

TRAINING OF CULTURAL WORKERS, POLITICAL EDUCATORS, AND ADULT EDUCATORS IN ROMANIA

Jindra Kulich

Broad cultural work and adult education, both formal and informal, in Romania are quite well developed and are geared to serve the needs of society as perceived by the Communist Party.

> *'The 10th [Party] Congress outlined the physiognomy of a multilaterally developed socialist society as a society which, concomitant with a high level of production forces, presupposes strong development of culture, science and education and presupposes a worker who is progressive from all points of view, with profound specialised knowledge at a high level of socialist consciousness. Under these conditions, ideological activity and socialist education become factors of maximum importance and a necessary and essential lever for realisation of a mature socialist society.'*[1]

The relatively well developed and still rapidly expanding system of adult education, broad cultural work and political indoctrination demands considerable numbers of full-time and part-time adult educators and of volunteers. These have to have some theoretical background and training in adult education if they are to be effective.

Romania had training facilities for cultural workers (as some adult educators used to be called)[2] up to 1951. These

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facilities were closed down during the 'cult of the personality' period which swept Eastern Europe during the 1950s. Since the formal elementary and secondary school system was and still is responsible also for the formal education of adults, teachers in the academic evening classes for adults are regular school teachers; until fairly recently, no adult education training was provided for them.

As late as 1967, there still was no specialised training provision for cultural workers, political educators and adult educators in the informal adult education system.[3] An investigation carried out during that year showed that theoretical and practical training of many cultural workers failed to meet requirements, that there were major deficiences in recruitment and training of personnel, that fluctuation among personnel was very high, and that there were no training facilities for cultural workers.[4]

In 1971 Romania passed an Act On Improving Occupational Training of Workers in Socialist Units, to improve the training level of its work force which was lagging behind the needs of industry and service occupations. The National System of Further Occupational Training of Workers in Socialist Units, set up as a result of the Act, relies heavily on on-the-job training, independent study, and extra-mural study. The training became the responsibility of the appropriate ministries, central organs, and enterprises and institutions.

In the case of the cultural workers, the State Committee for Culture and Art (reorganised in 1974 into the Central State Commission for the Dissemination of Scientific Knowledge) was made responsible for upgrading its own staff as well as for the training of chairmen of Commissions for the Dissemination of Scientific Knowledge established at the local government level; the county committees were made responsible for upgrading staffs of cultural clubs, houses of culture, museums and public libraries; cultural institutions were made responsible for upgrading their own staff.[5]

During the same year the central committee of the Communist

Party issued a decree on the upgrading of Party, state and mass organisations' personnel. The curriculum for this differentiated system of on-the-job training, primarily by independent study interspersed with seminars and oral and practical tests, lasting one to one-and-a-half years, includes Fundamentals of Marxist-Leninist Science of Management; Fundamentals of Party Policy in the Fields of Ideology, Culture and Education; Working Methods of Forming the Socialist Consciousness of the Masses; Effective Propaganda Methods in Support of the Fulfilment of Economic Tasks; The Role of Mass Communications Means in Forming the Socialist Consciousness; Contemporary Confrontation of Ideas in the Social Sciences; Methods of Ideological Work Among Intellectuals, Youth, Students and other Categories of the Population; and Ways and Means of Determining and Influencing Public Opinion; basic concepts of civil, economic and administrative law also are included. Enrolment in the upgrading system was planned at 15,000 workers and activists in central, county and local Party and mass organisations. A Centre for the Improvement and Training of Party, State and Mass Organisation Personnel was set up at the Stefan Gheorgiu Academy of Social and Political Education at Bucharest to assist in the upgrading.[6]

Training of adult educators at the university level is a relatively new phenomenon in Romania. Three universities now offer adult education as a major or a minor, the University of Bucharest being the main centre. Some teacher training colleges include courses in adult education as a compulsory subject, while most technical higher education institutions offer adult education courses as electives. Considering the extensive use of school teachers in academic adult evening classes and the traditionally high involvement of the intellectuals as volunteer lecturers in technical, general and political courses for adults, this forms a significant component of the training of part-time adult educators and volunteers.

Training of adult educators is one important aspect of a well based adult education system. Another aspect, important both for the field of adult education and for the training of adult educators, is research. Very little research in adult education was conducted in post-war Romania until the late 1960s. An important Symposium on Scientific Research and the Cultural-Educational Program for Adults, organised in 1968 at Bucharest by the State Committee for Culture and Art and the Institute of Pedagogical Sciences in collaboration with the Central Council of the General Union of Romanian Trade Unions and the Central Committee of the Union of Communist Youth, forms an important landmark in Romanian adult education. Proceedings of the symposium[7] bring together for the first time in the post-war period a considerable number of reports and communications on all aspects of adult education. The role of the trade unions in fostering and supporting adult education research, especially in the area of investigations aiming to establish workers' cultural-artistic requirements and preferences and other sociological studies, is of great importance.[8] Since 1972, increasing stress has been laid on research in adult education, both basic and applied, in a number of institutions, agencies and associations.[9]

Footnotes

1. Niculescu-Mizil, member of the Executive Committee of the Romanian Communist Party, 'Ideological Goals of Party Outlined,' in Translations on Eastern Europe; Political, Sociological, and Military Affairs, no 179, 30 January, 1970, p 14. The reader has to keep in mind the underlying and overriding ideological framework for all education in Romania, and the important role of the Communist Party in determining the goals of all education.

2. Among the cultural workers are adult educators in informal adult education institutions such as cultural clubs, houses of culture and museums, as well as librarians in public libraries.

3. In this respect Romania lagged behind most other East European countries which began reinstituting, upgrading and expanding such training in the late 1950s.

4. Ion Cinchi 'Cultural Activists Need Professional Qualifications,' in Sociological translations on Eastern Europe, no 447, 9 June, 1967, pp 8-12, passim.

5. 'Law to Improve Occupational Training of Workers', in Translations on Eastern Europe: Political, Sociological, and Military Affairs, no 347, 30 April, 1971, pp 60-76, passim.

6. Information in this paragraph is based on 'Decision on Training Party, State, Mass-Organisation Personnel', in Translations on Eastern Europe: Political, Sociological, and Military Affairs, no 332, 29 March, 1971, pp 129-134.

7. Educatia Adultilor: Cercetare Stiintifica si Actiune Culturala. Bucharest: Comitetul de Stat pentru Cultura si Arta, 1969, 494 pp.

8. Dimitru Gheorghiu, 'Cultural-Educational Activities of Trade Unions', in Translations on Eastern Europe: Political, Sociological, and Military Affairs, no 60, 10 January, 1969, pp 53-54.

9. Unfortunately only very little information on this research is available in English. Interested readers are referred to Educatia Adultilor, op cit, which contains brief English resumés of the reports, and to the only other source available thus far in English, Octavian Neamtu and Leon Topa, 'Adult Education in Romania', in Society and Leisure, vol 5, no 2, 1973, pp 87-93, which contains many references to current or recent research.

THE TRAINING OF PROPAGANDISTS IN THEORY AND METHOD

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(Translated from Politicheskoe samoobrazovanie, 1970, No. 7)

Party propaganda is one of the most important means for shaping a Marxist-Leninist world view in communists and in all working people. Its mission is to help people to gain a correct understanding of the world and of the laws of social development, to grasp the sense of processes and phenomena in the world, to make a class- and Party-oriented evaluation, to have a good understanding of our Party's policies, and to participate actively in their implementation. To an immense degree, the solution of these tasks depends both on the ideological content of propaganda and its scientific-theoretical level, as well as on the effectiveness of methods and means used in education and indoctrination.

The content and methods of propaganda are closely interconnected due to Marxist science's discovery of common patterns in the process of human cognition. Moreover, content is unquestionably the most important element in propaganda. Lenin wrote to the pupils at the Party School on Capri: "In any school the most important thing is the ideological and political direction of the lectures" (Complete Collected Works [PSS], Vol. 47, p. 194).

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The ideas of scientific communism permeate all our propaganda and determine the program of studies in the Party education system, the essence of the textbooks, etc. The content of propaganda also exerts a certain influence on the selection of its corresponding methods. N. K. Krupskaya pointed out: "Properly organized methods should stem from the very nature of the subject and should be based on the study of the history of the development of a given branch of knowledge" (N. K. Krupskaya, Concerning Upbringing and Education [O vospitanii i obuchenii], Uchpedgiz, 1946, p. 156). The genuinely scientific, profoundly truthful content of communist propaganda determines the application of methods that will promote the creative, intelligent assimilation of the materials.

Since they are dependent on the content of propaganda, the methods of propaganda in turn play an important part in the educational and indoctrinational process. Various ideas can be transmitted to people and received by them only through certain methods that the propagandist employs. Correct methods increase the effectiveness of propaganda and promote the mass dissemination and assimilation of communist ideology, while incorrect methods hinder this process. At the same, the methods that are employed by a lecturer or propagandist influence not only the assimilation of a certain amount of knowledge by their listeners, but also influence the very nature of their mental activity to a certain degree. For example, it is utterly apparent that Talmudism and dogmatism in education also form dogmatic thinking.

The present system of Party education - the most important component part of Marxist-Leninist propaganda - creates the potential for the consistent and creative study of revolutionary theory. This potential is realized in the work of Party organizations, propagandists, and auditors [who attend propaganda courses and lectures]. At the same time, the most prominent part is played by the propagandist - by his theoretical training, which influences the content of the propaganda, and by his training in methods, which determine the means by which he performs his work. Numerous facts offer convincing evidence that the level of instruction is lowered when the propagandist presenting a class lacks skill in methods, even though he may have a good knowledge of theory, and that the level is still lower when a propagandist who has been trained in method is deficient in theoretical knowledge.

What then are the demands that should be made on the leaders of political classes and their training in theory and methods? Evidently the complex of characteristic qualities of a Party propagandist is not determined by some manner of subjective wishes or competing considerations. The qualities needed stem from the demands made by the Party on propaganda per se. These demands are based on the main principles of Party propaganda that were elaborated by Lenin and have been verified by many years of experience in ideological work: erudition, Party-mindedness, close relationship to life, comprehensibility, and convincingness.

Naturally, in order to assure the erudition of propaganda, the leader of political classes himself must have a thorough, comprehensive Marxist-Leninist preparation, especially in the subject of his specialization. He must continuously follow the development of social thought and know its attainments. He must be a highly educated person with a broad political and cultural outlook. We generally tend to think of a propagandist as a person having highly developed spiritual needs and interests.

The Party-mindedness of propaganda requires that it be conducted by convinced communists who can explain the phenomena in current reality from class and Party positions, who have a good knowledge of the policies of the CPSU and the problems involved in combating bourgeois ideology and rightwing and "leftwing" opportunism, who have a good understanding of the essence of the struggle of our Party and of fraternal Marxist-Leninist parties for the unity of the communist movement based on the principles of Marxism-Leninism and proletarian internationalism, and who are capable not only of defending their convictions but of dealing crushing blows to the ideology of the enemy.

The relationship between propaganda and life can be maintained only by a propagandist directing course work who keeps abreast of current problems in social development and in the building of communism in our country, who masters the scientific methodology of Marxism-Leninism, and who can creatively apply his knowledge of theory to the analysis of various phenomena in social life in concrete situations.

In order to assure comprehensibility in the presentation of the materials to be learned, the propagandist must master the methods of Party propaganda and the total diversity of its approaches and must know how to use them purposively in the study of one or another problem with due regard to the particulars of a given audience and the individual qualities of his listeners.

Naturally, theoretical knowledge and the mastery of methods do not come all at once, but are developed in the course of long study and practical work. Lenin pointed out that in order to become a truly steadfast and capable propagandist one must "study a great deal and gather experience" (Vol. 7, p. 15). For this reason, the Party has always devoted, and presently devotes, its unflagging attention to the propagandist and to his training. As pointed out at the Twenty-Third Congress of the CPSU, "propagandists are truly the Party's golden fund which must be nurtured, carefully grown, and correctly used" (Materials of the Twenty-Third Congress of the CPSU [Materialy XXIII s'ezda KPSS], Politizdat, 1966, p. 91).

Many factors and circumstances influence the formation of a propagandist's world view, outlook, and mastery. Chief among these are: the level of development of the social sciences; the state of the teaching methods basis; the degree to which the scientific pedagogical principles of propaganda are developed; the availability and quality of literature on teaching and methods; the system for training in theory and methods; the system of scientific and political information for propagandists; the placement, specialization, and degree to which they are occupied with other social assignments; and tenaciousness, diligence, and a responsible attitude toward their obligations.

Let us examine certain of these factors in greater detail.

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As we know, the overwhelming majority of propagandists do not conduct independent scientific research work in the realm of Marxist-Leninist theory. In his work the propagandist uses advances in the social science and he brings knowledge to the masses. The more significant these advances, the more developed the theoretical thought, and the deeper the analysis of the *processes and phenomena* in social life, then the higher will be the scientific and theoretical preparation of propaganda cadres, other things being equal.

Communist and workers' parties possess an inestimable wealth of ideas: the theory of Marxism-Leninism which is a mighty instrument for understanding the world and for bringing about the revolutionary transformation of the world. Our Party is continuously concerned with creative development of theory and of all its component parts. The materials of the Twenty-Third Congress of the CPSU and of plenums of the Central Committee and documents devoted to the fiftieth anniversary of the Great October Socialist Revolution and the centenary of the birth of Vladimir Il'ich Lenin comprehensively and profoundly demonstrated the mighty transforming power of the Marxist-Leninist teaching, analyzed the historical worldwide victories of the Soviet people and of the international liberation movement, and shed light on important problems in the building of socialism and communism and the world revolutionary process. The documents of the International Conference of Communist and Workers' Parties are an important contribution to the treasurehouse of Marxism-Leninism. The theoretical work of the CPSU and of the fraternal parties is having an exceptionally favorable impact on the training of propaganda cadres.

Today propagandists have at their disposition the second edition of works by Marx and Engels, the Complete Collected Works of Lenin, and collections of documents of the CPSU and of the international communist movement. A multivolume scientific edition of the history of the CPSU has been undertaken for the first time. Textbooks and learning aids have been published in printings of millions for the system of Party education. Current theoretical problems are extensively discussed in Party and scientific journals, in various monographs, and in other political literature.

At the same time, the mounting tasks of communist construction and the intensification of the ideological struggle between socialism and capitalism in the world arena require the further development of theoretical thought. While many valuable publications have appeared in recent years, many urgent social and political problems await extensive analysis. A lag in the theoretical elaboration of various problems, to say nothing of their incorrect interpretation, naturally has a negative impact on the level of training of propaganda cadres as well. While placing a high assessment on the attainments of the social sciences, the Party simultaneously stresses the need for the more extensive and comprehensive elaboration of major theoretical problems advanced by life and the need for the creation of general works on urgent problems relating to the development of society and modern scientific knowledge and the further improvement in the quality and effectiveness of scientific research.

Of late, a considerable amount has also been done in the elaboration of the scientific principles of Party propaganda. In particular this topic was the subject of a Soviet-Bulgarian theoretical conference which was held at the end of last year. Learning aids on the methods of Party propaganda have been published in Moscow, Leningrad, Kiev, and Tashkent. Articles on the methods and techniques of Party education are printed regularly in central and republic Party journals. A number of political education centers have prepared substantive publications on individual problems. Among these are: Psychological Characteristics of the Propagandist's Personality [Psikhologicheskaia kharakteristika lichnosti propagandista] (Moscow), Principles in the Marxist Methodology of Scientific Cognition [Osnovy marksistskoi metodologii nauchnogo poznaniia] (Leningrad), Psychological Principles of Party Propaganda [Psikhologicheskie osnovy partiinoi propagandy] (Rostov-on-Don); methods councils on working with political books (Saratov, Barnaul, Kazan); and a series of materials on the methods and practices of Party propaganda (Sverdlovsk). Propagandists now have teaching method manuals for all subjects studied in the Party education system. Subject methods are being elaborated by political education centers in Volgograd, Cheliabinsk, Minsk, Gorky, and Tbilisi.

At the same time, one cannot fail to see that many important problems in the methods of Party propaganda and especially pertaining to the use of the principles of pedagogy, psychology, and logic in practical propaganda work require serious elaboration. And evidently this is due not only to insufficient attention being paid to these problems. Today there probably is not a political education center, seminar, meeting, or conference of propagandists that does not examine questions pertaining to the scientific principles of Party propaganda and to the application of the conclusions and recommendations of pedagogy, psychology, and logic in propaganda work. Nonetheless the efforts of scientists and Party workers are still not sufficiently united in the research on these problems, and there is not sufficient reciprocal information and coordination of activity in the work of political education centers.

In resolving questions pertaining to the training of propaganda cadres, one must proceed from Lenin's statement that in order for a propagandist to cope with his assigned task, he must stand above his listeners with respect to his level of theoretical preparation and his outlook. After all, any type of instruction, including classes in the Party education system, is the process whereby knowledge is transferred from one person (in the given instance, the propagandist) to other persons (his listeners). But what knowledge can be transmitted if this knowledge is the same for both the propagandist and his listeners? A propagandist directing courses of study can successfully cope with his duties not merely if he has a high level of general education and political preparation but specifically if this level [of erudition] is higher than that of his listeners. Therefore the general analysis of the complement of propagandists, which is frequently made in Party organizations, can by no means always present the true picture. This analysis must be made concretely for various levels of the Party education system, must be compared against the makeup of the listeners, and must consider both the general and the political preparation of one and the other.

In elementary political schools and in the majority of schools on the fundamentals of Marxism-Leninism, in terms of his level, the propagandist unquestionably is above his listeners, if only because he generally has a higher general education and has knowledge of social sciences acquired at a higher educational institution. The situation is more complicated in theoretical seminars in which both the propagandist and his listeners frequently have the same level of education. Accordingly, if the director of a seminar does not have an adequate, solid theoretical preparation, or if he does not actively supplement his knowledge, his situation sometimes becomes very trying, and the effectiveness of the exercises is low. Research conducted by a number of Party organizations shows that the greatest number of auditors not satisfied with the quality of instruction are to be found specifically in the highest echelon of Party education.

Characteristic data on this score were obtained by the sociological laboratory attached to the chair of history of the CPSU at the Minsk Pedagogical Institute:

Education of auditors	Do not wish to continue studies (in %)	Attend class reluctantly (in %)
Elementary	0	8
Elementary/secondary	3.7	7
Secondary	8	14
Elementary/higher	14	14
Higher	17	25

The reasons for dissatisfaction with studies vary: repetition of commonly known material or, conversely, difficulties in its assimilation, insufficiently convincing presentation, remoteness from current presentday problems, etc. Here, naturally, much depends on the propagandist. In answer to the direct question in the questionnaire: "Would you like the same propagandist to remain?", 63 percent of the auditors answered in the affirmative and 2 percent answered in the negative. However, 20 percent of the auditors replied: "It is all the same to me," and 15 percent gave no answer whatsoever. The answers to the last two questions of the questionnaire also characterize the heads of classes who evidently failed to gain authority among their auditors. Naturally, the auditors in attendance are not passive figures in the educational process, and a great deal also depends on their attitudes toward their studies. But this is the subject of a special discussion.

In recent years a definite system has formed within the Party organizations for the training and retraining of propaganda cadres, including evening universities of Marxism-Leninism, short-term courses, permanent seminars, consultation centers, etc. Everywhere, conferences on theory and method are held, and methods councils and political education centers are established on a volunteer basis. The potential offered by the press, radio, and television is also used in the work with propagandists.

As life has shown, evening universities of Marxism-Leninism are a good school for training highly qualified propagandists. However, practice shows that they are still not being used sufficiently for these purposes. Certain Party committees sometimes make miscalculations in the enrollments of the universities and in the organization of the work relating to teaching methods. Many graduates of propaganda faculties are not used in their specialty. Thus far, the evening universities have still not become the basic training center for new propagandists. A mere 20-40 percent of the present heads of schools and seminars are graduates of evening universities in the majority of Party organizations.

The experiment of creating correspondence divisions at universities of Marxism-Leninism, as well as of creating faculties for the social professions at higher educational institutions, merits encouragement. For example, at the Chuvash State

University, students take a special course in the methods of Party propaganda. Here they also acquire the practical skills of propaganda work.

The practice of training propagandists in special one- and two-year courses has also proven itself. Thus, in recent years, the Saratov Regional Committee of the CPSU has trained more than 200 directors of courses on political economy and philosophy in this way. During their course of study, they attended lectures on their given subject and on the methods of propaganda, and discussions and examinations were held.

But, as regards the short-term courses that are usually organized in the summer, they are by no means intended for the training of new propagandists as is sometimes believed. After all, this task cannot be met in 7-10 days. Of course, this is not because lectures on the course cannot be presented in this period of time (such lectures are indeed presented), but chiefly because the basis of the propagandist's training is his own work to improve his level in theory and method, his extensive study of primary sources, and his assimilation of theoretical principles and conclusions. And these things naturally require time and no little amount of it.

The purpose of the short-term courses is to retrain and improve the qualifications of propagandists who are already working. For this reason, it is hardly feasible to incorporate lectures on all topics of the subject under study in the program of short-term courses. It is much more important to familiarize comrades with current problems in communist construction and the world revolutionary process and to familiarize them with the latest advances in the social sciences. In this year's summer courses for propagandists, it is advisable to organize extensive study of the report by Comrade L. I. Brezhnev, Secretary General of the Central Committee of the CPSU, and of materials from the meetings of the Central Committee of the CPSU, the USSR Supreme Soviet, and the RSFSR Supreme Soviet dedicated to the centenary of the birth of Lenin. It would also be well if the curriculums were to include lectures and reports on problems of the revolution in science and technology, the Party's economic policy, the struggle of the CPSU for unity in the world communist movement, and other problems in contemporary social development, as well as the methods of Party propaganda.

Permanently operating district and city seminars are among the most widespread forms for rendering assistance to propagandists in the realm of theory and method. In recent times, positive changes have been noted in these seminars: active forms of instruction are being extensively introduced, more attention is being devoted to the methods of self-education, propagandists are better informed on current problems in the foreign and internal policies of the CPSU and on problems pertaining to the world communist movement. Nonetheless, such seminars do not as yet enjoy popularity among a considerable segment of propagandists. It is sufficient to study the enrollment in these seminars in any political education center or room to become convinced of this. A certain percentage of propaganda instructors do not attend the seminars at all, while many attend them from time to time. It seems to us that this is chiefly due to shortcomings in the actual organization of the work with propaganda cadres.

As we know, one of the major prerequisites to successful instruction is a differentiated approach to the auditors. In the Party education system this becomes an immutable rule. There are three levels: in the early part of the academic year, the Party committees consider the preparation of communists and of the non-Party aktiv and assign them to various forms of instruction accordingly. Unfortunately, this does not apply to propagandists. Younger and more experienced comrades, people with higher and secondary education, graduates or non-graduates of universities of Marxism-Leninism are as a rule enrolled in the same seminar and attend the same lectures and discussions. For this reason some comrades are not entirely satisfied with the seminars.

A no less important prerequisite to the effectiveness of instruction is consistency and continuity in the acquisition of knowledge. While provision is made for effectiveness in the Party education system, such a provision is by no means always made in the system for training propaganda cadres. In attending permanently operating seminars, a graduate of a university of Marxism-Leninism is by no means making a step forward in his training in theory and methods. He attends lectures on a given subject, which he has already studied, and the only difference is that these lectures are presented under an abridged program. While, for example, 72 hours are allocated in the philosophy division of the propaganda faculty of a university for lectures on dialectical materialism, not more than 10-12 hours are allotted in a permanently operating seminar. A similar situation obtains regarding lectures on other subjects and on the methods of propaganda.

Further, if a propagandist-instructor specializes in a given subject (and this is our aspiration), then from year to year at the propaganda seminar he hears one and the same lectures on his specialty, and these lectures are frequently given by one and the same lecturers. In order to be convinced of this, it is sufficient to study the work plans of political education centers and rooms for a number of years. Following this, is there any wonder that certain propagandists attend the seminars relectantly?

Previously, when there was a lack of trained propaganda cadres, there was a certain amount of justification for such a system. To put it coarsely, it was necessary to "pull" the instructor to the next class. Now there is no such necessity. The numbers of propagandists available have increased, and their complement has stabilized to a considerable degree. Moreover, the [intellectual] level of the auditors has also changed: today they are no longer satisfied by the simple paraphrasing of what was presented at the seminar.

The scientific system for the organization of Party education also requires the scientific organization of the training of propaganda cadres. Evidently, initially several stages of instruction should also be contemplated for propagandists. Let us say that initially they should study some subject in conformity with the topics in the curriculum, then study common problems in a given discipline, and finally, make an extensive study of special literature. With respect to methods, a consistent and extensive study should be made of the general methods of propaganda, pedagogy, psychology, and logic, and approximately one academic year should be allotted for each of these disciplines. Of course, this is a very approximate plan, and other approaches to the problem are naturally also possible. Party organizations in a number of cities and regions have been engaged in long-range planning for training propagandists. On the basis of the experience that has been amassed, the time has come to elaborate a uniform model system for the training of propagandists and for elaborating appropriate curriculums for courses and seminars.

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From his experience, every propagandist knows that lectures, seminars, etc., are only auxiliary forms of preparing for classes. However, the most important thing is the independent study of primary sources and of educational literature and literature on method and the interpretation of events and processes in social life from the standpoint of Marxism-Leninism. But it is one thing to explain these things to the propagandists, and it is another thing to create conditions whereby they can, and must, engage effectively in their self-education. Evidently, among the most important tasks in this process are the tasks of indoctrinating propagandists in the spirit of the high responsibility they bear for their assigned task, and simultaneously the tasks of reducing as much as possible the load of their other social assignments, of organizing individual assistance, and of keeping a close track on their own work.

One of the prerequisites to the successful training of a propagandist is his ability to study theory on his own. Of course, the majority of propagandists leading courses acquired certain habits in working with books when they were still attending higher educational institutions. But then they were students whose work was continuously directed and checked. However, the circumstances of a propagandist frequently compel him to determine the direction and volume of his self-training independently, to determine the sequence for studying materials, and to select the most rational work methods. For this reason, it is necessary that comrades tenaciously develop the striving and ability to augment and renew their knowledge continuously.

Questions pertaining to the overload of propagandists with other social assignments and their specialization are far from new. However, we must return to them yet once more. Here are certain facts: 34 percent of the propagandists polled in the Kashka-dar'ia and Fergana regions have two or more Party assignments; in the Karakalpak ASSR (see Politicheskoe samoobrazovanie, 1969, No. 10) - 15 percent; in Nizhnii Tagil - 38 percent; and in Artemovsk in the Sverdlovsk Region - 45 percent.

What is the reason for this? Perhaps it lies in the inattentiveness of certain Party committees? Evidently this is true in some cases. But in our opinion, this is not the main factor. Rather the main factor is that many Party organizations still do not have the conditions required for the complete release of propagandists from other social assignments, to say nothing of their specialization in subjects. At the present time, the Party has more than 2 million communists with higher education. However, their distribution among Party organizations is by no means uniform. In city Party organizations, members of the CPSU generally have a higher general education level than in rural Party organizations. In the Party organizations of government institutions, scientific research organizations, and higher educational institutions, there are considerably more communists with a higher education than, for example, in the Party organizations of industrial enterprises. Understandably, a number of collectives still lack a sufficient number of theoretically trained communists to make it possible to specialize propaganda cadres.

But much can, and should, be done in this direction even now. First, it is feasible for some communists to take on a few additional assignments in fields of Party propaganda that are nonetheless close to their specialty: as a propagandist who directs course work, as a lecturer, a political affairs lecturer, a member of a methods council, etc. In the process, it is important to observe the individual approach to the comrades. For example, the head of a theoretical seminar, whose program requires much time for preparation, should be allowed to concentrate entirely on this work, while the aid of a propagandist in elementary political school, who is already thoroughly prepared and who has taught more than one year, should be enlisted for assisting his younger colleagues, etc.

Second, the propagandist's time should be prized and saved to a greater extent, and he should be helped to use every minute with maximum effectiveness. One of the heads of a theoretical seminar on the philosophical problems of medicine in the city of Donetsk recounted: "The literature I require is available only in the regional library. I went there on Sunday to prepare for my next class. I had to wait in line for one and one-half hours in the cloakroom, and then I had to wait while the three persons who had ordered these books before me completed their work. It was several hours before I could get the materials I needed."

The problem of saving the propagandist's time naturally does not merely mean supplying the heads of schools and seminars with the necessary literature or the smooth organization of the work of libraries or the book trade. It also means the preparation of all required reference materials and the publication of visual aids, which the propagandists are frequently compelled to manufacture themselves, and the system by which they are informed about the most important events in national and international life. And, finally, it is also the quality of the measures that are implemented for propagandists.

Of course we still conduct many lectures, seminars, conferences, etc., which contain nothing new for the participants. They take away the useful time of tens and even hundreds of people. Lecturers sometimes complain that some listeners walk out during their talk. And yet this is natural: a person becomes convinced that he will learn nothing new and does not wish to waste his time. In some cases propagandists are invited to seminars and are not even told the topic of these seminars. People come from distant places, lose several hours and even days, and learn little that is of use to them. Every organizer of a seminar, every lecturer, and every speaker must reflect on whether he will give something new to his listeners, whether he will help them to make progress on one problem, if only a minor problem. If we cannot as yet unburden the propagandist from his other social assignments, it is our duty to unburden him from useless measures that are conducted formally, for the sake of the "check-mark," and this will in itself substantially assist him in his work.

Evidently the consultative forms of working with propagandists should be developed to a greater extent, and many of them should be exempted from compulsory attendance at seminars. Before the beginning of the academic year, it is advisable for Party committees, together with political education centers, to define the forms of the propagandists' studies during the year (seminars, consultations, etc.) with due regard for each propagandist to his preparation, experience, and specialization. They should also organize things in such a way that everyone would know the time, place, and person whom they can consult for assistance and counsel.

Success in the work of propagandists requires not only that they be given skilled assistance, but also that their ideological growth be effectively monitored. And such monitoring can only be effective when it is regular and qualified. Only people who have a good training in theory and method, who possess great experience, tact, and pedagogical habits can determine correctly the positive sides and shortcomings in the conduct of a class, help to eliminate the latter, and transmit the "secret" of propagandistic mastery. They must be carefully selected and trained.

As we know, organizers of propaganda courses and seminars, not only in rural areas but in large cities as well, sometimes have the greatest difficulty in finding lecturers on the problems of methods of propaganda, pedagogy, and psychology; many wonderful plans are not fulfilled and measures are not implemented as one would like solely due to the absence of skilled lecturers. The question as to where to train them, who should train them, and under which programs they should be trained deserve attentive study.

These are some of the vital problems in the training of propaganda cadres. The recent all-union seminar for heads of political education centers in Gorky showed that many regions, territories, and republics have amassed valuable experience in working with the heads of schools and seminars. An important task of Party organizations is to disseminate this experience widely, to organize the training of propagandists during the summer and in the forthcoming academic year at a high theoretical and methods level, and to improve the entire system of working with propaganda cadres.

TRAINING ADULT EDUCATIONISTS IN YUGOSLAVIA

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The preparation of staff for adult education is a very important and complex question in all countries, those that are developed and the developing ones alike. The complexity of this problem is even greater, because the theory of adult education, referred to as *Andrógogy* in Yugoslavia, is a relatively new discipline in university programs. The approaches for solving the problem of preparing adult educationists are very different. For example, the organization of periodic courses and seminars, university studies, master's and doctor's examinations which are possible in North America, England and Finland are not identical with what is done in Poland, Czechoslovakia and Yugoslavia.

With the acceptance of the idea of continuous learning or *éducation permanente*, it is clear that without qualified full-time and part-time staff the complex problems of educating men and women cannot be solved successfully. A new profession is appearing and its acceptance is essential to carry out the idea of continuous learning. Comparative studies of experience in the

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preparation of adult educationists in different countries will shorten a lot of unnecessary trial-and-error. If we remember that experiences of others develop in various social environments, we will see that before they can be applied, it is necessary to study carefully both environments. The knowledge of results in another culture acts as an impulse and assures us that we are not alone in solving important educational problems. Being aware of this fact we wish to discuss the experiences gained in Yugoslavia in the preparation of adult educationists.

In forming and building up the differentiated system of adult education in Yugoslavia, many difficulties were encountered in the preparation and specialized training of full-time and part-time personnel, training designed to enable them to promote and carry out adult education programs. This was further complicated by the fact that there was no tradition and experience in the history of adult education in Yugoslavia in the training of such cadres.

Hundreds of new institutions were in need of qualified personnel. Entirely new institutions appeared, for example, workers' universities, education centers in factories and other economic enterprises, and new kinds of schools which offered new posts to adult educators. New titles appeared in the classification of occupations, including "the head of the centre of adult education", the "head of education of workers for leadership functions", the "head of social and political education", "planner and program-organizer of education", "organizer of education", "methodologist", "instructor for specific fields of education", "shop teacher", "leader of educational groups", "associate for branches of adult education", and instructors of various specialities. The difficulty was not in recruiting personnel who had completed higher education in a technical or other field, but rather in developing the ways and means of preparing them for their new, unfamiliar, educational function, and in engaging them in their own continuing professional education. Thousands of highly educated specialists, such as economists, engineers, technicians, jurists, agricultural engineers, sociologists, and teachers of different specialities, took part in the adult education institutions. Besides, other institutions including federal and republic centers for education, secretariats for education and culture in the local, republic and federal administration, publishing houses, mass media institutions, regular schools at all levels, and social organizations were in need of personnel able to work in the field of adult education. (Note: Yugoslavia is a federal state comprising six republics: Serbia, Croatia, Bosnia-Hercegovina, Slovencia, Macedonia and Montenegro.)

The more the system of adult education grew into a professional activity, the greater was the need for personnel trained in the discipline. As the theory and practice of adult education in Yugoslavia developed, it became imperative that a system of education and training of cadres be organized for this specific educational purpose. The formation of such a system was supported by resolutions and recommendations on the reform of education which emphasized that some university faculties, particularly the faculties of economics, technology, agriculture, medicine, and arts, as well as other institutions of higher education, should prepare specialized personnel for work with adults. This was to be accomplished through courses on the foundations of androgogy and psychology of adults.[1] The actual realization of this aim had to be postponed because the universities were short of staff and money.

Adult educators working in advanced and less advanced institutions for adult education can be divided into two categories: (a) those in a full-time position and (b) those in part-time positions who, in addition to some other employment, work in adult education as lecturers, instructors, advisors, educational group leaders, etc. Training in androgogy and educational psychology is a prerequisite for employment in advanced people's and workers' universities. Advanced people's and workers' universities of certain republics agreed to organize basic training of adult educators. These institutions organize courses and seminars in androgogy, methodology and psychology for their full-time and part-time associates. More advanced people's and workers' universities set up special departments for further training of their associates. Lecturers in these courses are university professors and prominent associates of people's and workers' universities. The Workers' University in Zagreb, in 1961, established a department for industrial androgogy for the education and specialization of instructors and associates. This department assists in the education of adult educators employed by other workers' universities, especially in the Socialist Republic of Croatia.

Associations of people's and workers' universities at the republic level organize courses and seminars for instructors and associates. The Association of People's Universities of Croatia is successful in this field. This association has organized a Summer School for the education of adult educators which has been in existence for ten years. The school has acquired nation-wide recognition and, from 1958 to 1966 inclusive, more than 2000 adult educators from all republics were educated through it.[2]

The Association of People's Universities of Croatia also has organized a Correspondence School with a two-year program for instructors and associates who work in institutions of adult education. This is the first correspondence school of its kind in Yugoslavia and, as far as I know, there are no similar correspondence schools in other countries. Studies in this school are based on the principles of higher education and continue for four semesters. The curriculum includes the subjects and activities as shown in Table 1.

Students enrolled in the Correspondence School take examinations in each subject and write a required number of seminar papers. At the end of their studies they take a final examination.[3] In addition, students are obliged to attend seminars and tutorials in each semester, organized for them in residential summer or winter schools which continue for 10 to 15 days.

The correspondence students are employees of people's and workers' universities, as well as other institutions for adult education, who hold such positions as directors of people's and workers' universities, heads of centers, professional associates and instructors. Their previous educational background may be at the secondary, or the higher or the advanced level. Upon graduation from the Correspondence School, the students qualify for permanent employment. University professors and other outstanding specialists in the field of adult education are actively engaged in the work of the Correspondence School.

TABLE 1

COURSE OF STUDIES OF THE CORRESPONDENCE SCHOOL FOR ADULT EDUCATION

	Course	Semesters with the Number of Lessons				Total Number of Lessons
		I	II	III	IV	
1.	Foundation of Androgogy	30	—	—	—	30
2.	General Methodology of Adult Education	—	20	25	20	65
3.	System and Organization of Adult Education	15	15	—	—	30
4.	Research Methodology in Androgogy	—	—	15	25	40
5.	Statistics in Androgogy	—	15	10	—	25
6.	History of Adult Education	—	—	—	10	10
7.	Comparative Androgogy	—	—	—	10	10
8.	Psychology	10	15	10	—	35
9.	Sociology of Adult Education	10	—	—	—	10
10.	Practical Work and Tutorials	15	15	—	—	30
	Total	80	80	60	65	285

The system of education and training of adult educators, which was started and carried out by people's and workers' universities and their associations in Yugoslavia, did not solve completely the problem of adequate preparation of adult educators. It has been necessary to include education and training in the institutions of higher education as well. Remarkable results were obtained in this field when the institutions of higher education became involved. The theory of adult education, referred to here as androgogy, is taught for four lessons a week during a regular two-semester year in the following institutions: The Advanced Institute for Social and Political Science in Belgrade and Novi Sad, the Institute for Political Science in Ljubljana, the Advanced Institute for Training of Cadres in Belgrade and Kranj, the Advanced School for Nursing in Belgrade. Moreover, colleges of education and pedagogical academies incorporate, in the study of pedagogy, lectures in androgogy, with an emphasis on the theory and methods of parent and family education.

In the years after 1961, faculties of arts in the Yugoslav universities made preparations for studies in androgogy at the highest level. One-year adult education programs were introduced in the faculties of arts in Sarajeve, Skopje, Ljubljana, Pristina, Zagreb, as well as in the Institute of Industrial Pedagogy in Rijeka. A two-year adult education program was introduced in the Faculty of Arts in Belgrade. Thus, for the first time in the history of Yugoslav universities, the theory of adult education became an academic discipline. This is of great significance for professionalization and further development of the system of adult education. The most elaborate program of studies in adult education is offered in the Faculty of Arts in Belgrade University. In this faculty, within the department of pedagogy, androgogy may be studied as a second and third level of teaching.

In the Yugoslav universities, pedagogy is studied for four years and then the university diploma is granted. This is also the case with psychology and sociology. In the Department of Pedagogy, after the first two years of studies, students are given opportunity to decide between two disciplines of studies; they choose either work with children or work with adults. The students who specialize in the field of adult education, study, after their second year, general androgogy and special androgogies, with an increased number of lectures and considerable practical work. The advantage of offering the androgogical studies in the third and fourth year is that the students begin to study androgogy after having acquired some background in pedagogy, sociology, philosophy and psychology.

The Faculty of Arts in Belgrade also offers graduate studies in androgogy. These studies lead to an M.A. degree. The M.A. degree acquired in Yugoslavian universities is considered the first graduate or scientific degree. Students who have completed their undergraduate studies in the Faculty of Arts are eligible for graduate studies in androgogy. Students who have not studied the pedagogical sciences have to pass an entrance examination in pedagogy, didactics and general psychology in order to qualify for the graduate program. In order to enter the third level of studies, students are also required to pass an entrance examination in a foreign language, except for those who studied foreign languages as their main subject at the University.

The graduate program in adult education leading to an M.A. degree in androgogy consists of courses shown in Table 2. Graduate studies in androgogy are homogeneous. Students in the graduate program must take the required examinations, present seminar papers, pass the final examination and defend a master's thesis.

Yugoslav universities offer also a Ph.D. degree in the field of adult education. Research and studies that lead to the doctorate of philosophy in adult education are individualized. The doctoral candidate may present his dissertation in order to obtain a Ph.D. degree, provided he has previously completed graduate studies and holds a Master's degree. The doctorate in philosophy crowns the system of training for the field of adult education.

Continuing professional education and specialization of adult educators, from the basic courses up to a doctorate in this field, was and still is essential for further development of the Yugoslav system of adult education. Considerable progress has been made during the last few years with regard to the training of qualified adult educators both for teaching and administrative positions.

TABLE 2

GRADUATE PROGRAMS IN ADULT EDUCATION
FACULTY OF ARTS, BELGRADE UNIVERSITY

	Semesters with Number of Lessons per Week			
	I	II	III	IV
1. Theory of Adult Education	4	4	4	4
2. Research Methodology	6	6	-	-
3. History of Adult Education with Comparative Adult Education	2	2	2	2
4. Practical Work and Tutorials; Field Work in Institutions of Adult Education	6	6	8	8
5. Foreign Language	2	2	2	2
Total	20	20	16	16

One of the forms of educating adult educationists in Yugoslavia has been planned study trips and observations in other countries. During the last ten years a great number of adult educationists have travelled for longer or shorter periods to Austria, Federal Republic of Germany, Democratic Republic of Germany, Czechoslovakia, Poland, U.S.S.R., Switzerland, Denmark, Sweden, England, France, U.S.A., and Canada, studying the experiences of those countries and comparing these programs with their own education.

Many articles about adult education in those other countries are published in Yugoslavia which helps those at home learn something about the experience of others as well as spreading professional culture.

CONCLUSIONS

The needs for systematic and continuous education of adult educationists are great. Those needs have been shown clearly in the development of adult education in Yugoslavia.

The preparation of adult educationists must be broadened both in institutions and by improved professional training.

We have in mind increasing the number of higher school institutions in the work of preparing staff who will work in the field of adult education.

We also think that it is necessary to assist in the education of more kinds or varieties of adult educationists in such fields as education in industry, social and health institutions, social-cultural and physical training organizations.

The notion of a special faculty (school) which will provide formal training for these kinds of staff is no longer strange or novel in the field of adult education in Yugoslavia.

It is now quite obvious that teachers need not only pedagogical and psychological education for work with children, but also education which will enable them to work with adults.

Complex tasks of training of adult educationists cannot be successfully carried out without research work and improvement of the theory of adult education.

Significant research and developmental projects have been started in Yugoslavia. One major example is the research work in the field of education of employees which will continue for at least five years and which is carried out by the Yugoslav Institute for Educational Research. The knowledge gained in these research projects will then be applied. It is clear that all adult educationists will themselves need to continue to learn.

Footnotes

1. Education of Adults in the New Education and Instruction System, Belgrade, 1957 (Serbo-Croatian text).

2. "Ten Years of the Summer School of the Association of People's Universities of Croatia", Adult Education, No. 7-8, Zagreb, 1967 (Serbe-Croatian text).

3. "Correspondence School of People's and Workers' Universities Staff", Adult Education, No. 7-8, Zagreb, 1965, p. 91 (Serbo-Croatian text).